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SPOUSE ABUSE: THE PROBLEM AND A PROPOSAL
FOR MILITARY POLICE INTERVENTION.


BY

Ted W. Hashimoto
B.A., University of Hawaii, 1969

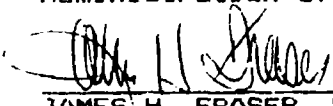
A THESIS

SUBMITTED TO THE DEPARTMENT OF ADMINISTRATION OF
JUSTICE AND THE FACULTY OF THE GRADUATE SCHOOL OF
WICHITA STATE UNIVERSITY IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ADMIN-
ISTRATION OF JUSTICE.

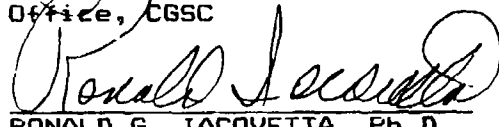
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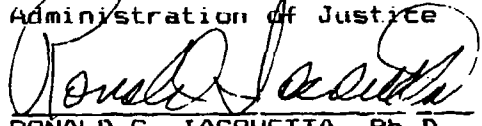
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AN ABSTRACT OF THE THESIS OF

Ted W. Hashimoto, for the Master of Administration of Justice Degree, presented on 16 November 1964, at Wichita State University.

TITLE: Spouse Abuse: The Problem and a Proposal for Military Police Intervention.

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Abstract:

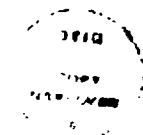
This thesis is based on the premise that Military Police are currently inadequately trained and thus ill-prepared in responding to domestic disturbance (specifically spouse abuse) situations. This hypothesis is justified by background research, professional consultation, survey results, and also the author's personal experience as a Military Police Officer.

To solve this problem, a Program of Instruction (POI) was developed, following the Army's Instructional Systems Development (ISD) model, and tested, initially to a pilot audience and later to a validation audience. A survey that

was administered to both audiences, significantly reenforced the author's hypothesis on the need for the program.

The completed program was subsequently forwarded to Department of the Army in consideration for Army-wide implementation.

The program, which consists of three core lessons and two supporting lessons, is designed to be an exportable package, complete with lesson plans and training aids, and capable of being immediately implemented at Military Police unit level. It is anticipated that the results of implementing this program Army-wide, should result in major improvements in MP confidence and capability in responding to and handling domestic disturbance situations. In fact, it's most significant contribution to the military will be when an MP or those he interacts with, while handling a domestic disturbance, is spared injury or death, as a result of applying what was provided in this program.



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This thesis would not have been possible without the encouragement and assistance of a vast number of individuals. Unfortunately, due to space and other limitations, I am able to mention only the more prominent contributors; knowing full well that I will be leaving out others that are indeed worthy of mention. These others, though not recognized here, have been important and meaningful contributors and this project would not have been possible without their ideas, assistance, and critiques.

My interest in conducting a study of spouse abuse was first introduced by Lieutenant Colonel (LTC) James H. Fraser, who taught my first COOP course with Wichita State University. Although apprehensive about conducting a study on such a sensitive topic, my fears were soon turned to a sincere interest in the problem, primarily due to LTC Fraser's inspiration and encouragement. In addition, he has provided me with constant guidance throughout the year, and I will forever be in his debt.

Ms Kathleen Anderson, Fort Leavenworth Army Community Services and formerly a Kansas social worker, has provided me with guidance and resources, which allowed me to narrow down my area of research. In addition, her friendship and

encouragement will never be forgotten.

Ms Nancy Loving, Police Executive Research Forum, has been a definite inspiration to my study. She provided expert guidance in helping me develop the Program of Instruction (POI). Although all of our communication has been by phone and correspondence, I feel I know her personally, and am looking forward to meeting her at my next assignment in Washington D.C.

Dr. James Fagin, assistant professor, Wichita State University, my major advisor, provided countless hours of discussion, direction, guidance and counselling. I will always be indebted for his assistance and patience, in coping with my countless questions and inquiries.

My special appreciation and love is extended to the members of my immediate family. My wife, Cynthia, always provided love, encouragement, patience, and assistance that one unfortunately sometimes takes for granted from a spouse as loving and special as she. My sons, Brent, Wade, Marc, and Sean, always provided encouragement although I was not always able to spend enough time with them.

This project, from beginning to end, has been a singularly rewarding experience. The opportunity to take an idea and transcribe it into something useful for society has been a reward in itself. If these efforts someday

result in the saving of lives, due to the application of the program's teaching points, the entire experience will have been worthwhile beyond imagination.

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CHAPTER 1

INTRODUCTION

PROBLEM DESCRIPTION

Spouse abuse is one of the nation's most unreported crimes. It is also one of the most difficult crimes to monitor, for it is not categorized separately under the Uniform Crime Reporting System, but is buried under statistics encompassing assault and murder (IACP, 1976). But yet, nearly six million wives will be abused by their husbands in any one year, which roughly equates to a woman being physically abused every 18 seconds. In fact, 2000-4000 women are beaten to death annually (O'Reilly, 1983). The 1979 Federal Bureau of Investigation (FBI) report showed that 40% of women and 10% of men killed were murdered by their partner (UCR, 1979).

Police officers are often confronted with spouse abuse cases when responding to Domestic Disturbance (DD) calls. Responding to DD complaints takes up a significant portion of any police officer's time. It is also an area of great frustration and anxiety for the police officer, and rightfully so, for during the period 1980-1982, 287 law enforcement officers were killed and 56,255 assaulted while responding to DD complaints (UCR, 1980-82). The amount of

police officers who were assaulted is particularly alarming, for the ten year period prior (1971-1980) only saw 4071 assaulted in responding to disturbance calls (UCR,1971-80). Since DD complaints are normally family oriented, the probability of encountering a husband and wife conflict is very high. It is in these situations that a police officer must understand the signs of spouse abuse. How many times have police officers reacted to a DD complaint and ignored or misunderstood the signs of spouse abuse? Consequently, how many police officers have been hurt or killed by the battered spouse as a result of apprehending the batterer (husband)? In addition, how many spouses were later grievously hurt or killed due to the improper handling of the situation by the police officer? These are practically impossible questions to answer, for they deal with the case by case situation, which statistics do not provide. It is for this reason that police officers must be trained to recognize and properly handle spouse abuse situations.

THE MILITARY PROBLEM

Spouse abuse in the military is not new; however it has tended to be suppressed as a problem over the years. There tends to be a great potential for increased stress among service members (i.e. family separation, military rank and role expectations), which creates a fertile

environment for domestic violence, specifically spouse abuse (West, Turner, and Dunwoody, 1981). The military is a unique organization, that unlike civilian businesses, has responsibility for the conduct of it's employees (service members) even when he is not on duty. This responsibility is vested in the unit commander, who has a great deal of authority and responsibility in assisting or punishing the service member for his off duty conduct.

The Military Policeman (MP) is the Army's law enforcement officer. He is on the average, the youngest (starting age 18) police officer, among the nation's law enforcement officers, but is given an equivalent amount of responsibility. Additionally, he is placed in a very difficult environment. Although he is taught the power of the MP badge or brassard, he is still that young low ranking soldier, who is required to respond to government quarters, often occupied by those extremely senior to him.

The Military Police School at Fort McClellan, Alabama, is the basic and professional development center for MP officers and enlisted soldiers. Current course curriculum dealing with domestic violence for enlisted and officer personnel is extremely limited. For example, the advanced individual trainee receives a 28 hour course of instruction on "Patrol Activities," of which "Responding to a Domestic Disturbance (DD)" constitutes one out of eight subjects

taught during this phase of instruction. The Noncommissioned Officers Advanced Course and the Officers Basic Course provide a two and a half hour block, while the Officers Advanced Course offers a three hour 20 minute block of instruction on "Crisis Intervention." (A detailed examination of the MP school curriculum is covered in Chapter 2). Therefore, the majority of the MPs training on DD is conducted at his first duty station, and this normally involves On the Job Training (OJT).

The MP Journal, which is the professional magazine for all MPs, has published only two articles covering domestic violence/spouse abuse in the past seven years. These articles dealt more with theory, rather than practical application in handling potential spouse abuse situations (Detailed discussion in Chapter 2).

The Department of the Army (DA) has recently (15 May 1983) established a new program (Family Advocacy Program, Chapter 7, Army Regulation 608-1), that attempts to help cope with this area of crime that was previously a "family problem." This program specifies the parameters of MP involvement and infers the need for increased MP training in detecting and handling domestic violence cases. Included among the types of domestic violence crimes is spouse abuse.

The author's prior experiences and observations as an

MP officer (1970-1984), provided additional data to support the hypothesis that there is a lack of expertise by MPs in this problem area. In addition, a review of MP unit training programs has revealed that this type of professional development training program is severely lacking in many MP units.

In view of the above, it is the author's hypothesis that there is a great need for developing a spouse abuse training program for MPs. Training time at the basic and advanced courses, is too rigid and inflexible, to allow more time for an expanded program in domestic violence. Therefore, additional training is needed at the unit level. The continued lack of professional training, may result in either the mishandling of the incident, which can lead to serious consequences, or even result in injury or death of the MP.

STATEMENT OF PURPOSE

The hypothesis of this thesis was that the MP school at Fort McClellan provided insufficient training regarding the handling of DD (specifically spouse abuse) to MP's. Furthermore, adequate training on the topic of handling DD's was not available to MP's through other military courses of instruction. If the hypothesis was accepted, that insufficient training regarding DD was provided to

MP's, the second purpose of this thesis was to develop a spouse abuse Program Of Instruction (POI), for MPs at their duty stations, that could be immediately implemented without disrupting unit training schedules. The objective was to develop a two to three hour training program that included data on the problem of spouse abuse, along with updated information on effective law enforcement procedures, in responding to and handling potential spouse abuse situations.

After developing and testing the POI, the objective was to prepare it for submission to Department of the Army (DA). This encompassed preparing a complete training program, by incorporating an Executive Summary, and additional instructional material, that could be utilized to supplement and reenforce the initial POI. The objective was to prepare the POI for DA review, and subsequent consideration for Army-wide implementation.

DELIMITATIONS OF STUDY

1. The author had the option of developing an extensive course of instruction, encompassing 20 hours, as recommended by the Police Executive Research Forum (Loving, 1981). However, an initial three hour block of instruction, with additional training material for conducting capsule training and role playing was selected, because of extremely limited availability of unit training

time. In reviewing the training program of three MP units, along with the author's prior experience as an MP unit commander, it was decided that most MP units are incapable of dedicating 20 hours towards a single professional development subject. Most MP units are required by higher headquarters, i.e., DA, to conduct numerous mandatory non-professional development training. This training covers a large realm of basic soldier development, and comprises a great proportion of any training schedule. Examples of this type of training are weapons qualification, Nuclear, Biological, and Chemical, Geneva Convention, and Field training.

Although one could argue that a lengthy course of instruction could be extended over a period of time, it was the author's determination, that the above mentioned training constraints, could cause such a program to cover a period of several months, and thereby lose its impact and value. A decision was initially made to provide a two hour block of instruction that provided the "meat" of the subject matter. However, after actually conducting the class to six target audiences, the author, in finalizing the proposed POI to DA, has recommended that it be extended to three hours. This was due to the amount of material and subsequent discussion that followed each class. Additional time must be allotted to allow student discussion of each

major learning objective. Further expansion of the training program is provided with a course on the legal aspects of spouse abuse, and role playing classes, that reenforces the lessons learned during the initial course of instruction (Conducted when additional training time is available). In any case, a short POI (Two to three hours) was found most conducive to the three unit commanders, whose units were sampled, since it didn't detract or disrupt their unit training program.

2. Actual training conducted by the author was limited to the initial two hour block of instruction. Capsule training and role playing seminars were not conducted, due to time limitations that were imposed by MP unit commanders. For example, training conducted with the Schofield Barracks MPs, consisted of three classes over a two week period. This only encompassed training approximately one half of the total MPs that work on Schofield Barracks. The instruction on the legal aspects of spouse abuse and role playing seminars, which are designed to follow the initial course, could not be conducted, because of shift and training cycle conflicts. However, since these training requirements are to be used to review or reenforce the initial course, it is the author's opinion, that failure to conduct these classes did not invalidate the proposed POI.

3. The POI was designed for all junior officers (Lieutenant to Captain) and enlisted soldiers (Private to Sergeant First Class) It must be understood, that several MP officers and enlisted soldiers may already be familiar with many of the teaching points (i.e. prior civilian police experience, attendance at civilian domestic violence courses). For these MPs, the course should serve as a good review. Therefore they should not be considered exempt from this training.

4. The training is not specifically designed for the hierarchy of the MP law enforcement agency (Provost Marshals), although, it is assumed that many Provost Marshals will attend the classes, as a means of monitoring the type of training conducted. In addition, the accompanying literature with the POI (i.e. Executive Summary), was specifically designed as a personal educational tool for the Provost Marshals.

5. The format of the initial POI and instructional package, for subsequent submission to DA, conforms to guidelines established by Headquarters, DA. Therefore, they should not be confused with the academic procedures or requirements established by Wichita State University.

6. Although the training program provides information on spouse abuse and it's enforcement procedures, it is specifically designed for the United States Army MPs.

Adaptation to civilian law enforcement or to other military services, will require modification of the POI (i.e. legal discussion).

7. There is also a recognized need for revamping and updating the MP school's current reference manual (FM 19-10), and domestic violence POI for officers and enlisted soldiers. This thesis does not resolve this problem, since it's objective was to develop a training program at the unit level. In addition, the changing of an approved reference manual and POI, would encompass a separate project, involving funding, time, and extensive coordination. However, coordination has been established with the MP school, and the completed project will be forwarded for consideration in revamping it's manual/POI.

THESIS OVERVIEW

Chapter 2 "Background of the Problem," describes existing literature on the problem of spouse abuse.

Chapter 3 "Methodology," describes the author's procedure in developing the training program, and includes his efforts in presenting the POI to a pilot audience.

Chapter 4 "Validation and Application," describes the author's efforts in validating his POI, and analyzing the results of his survey instrument.

Chapter 5 "Discussion and Summary," includes a discussion on the procedure for submitting the program to DA, recommendations for further research, a conclusion and summary.

CHAPTER 2

BACKGROUND OF THE PROBLEM

To investigate the hypothesis that insufficient training literature existed, a thorough literature review on theoretical and instructional material (civilian and military), coupled with professional consultation on the problem was conducted. Prior to initiating this search, the author sought the assistance of Ms Kathleen Anderson, Fort Leavenworth Army Community Services (ACS), Army Family Advocacy Program (AFAP) coordinator, and also a former Kansas social worker. She subsequently provided a candid view of the problem, and also furnished an extensive bibliography on domestic violence. Her bibliography and personal guidance greatly narrowed down the area of research, and allowed the author to focus specifically on the problem area. The remainder of this chapter, which is presented in the format of an annotated bibliography, describes the results of this research.

CIVILIAN THEORETICAL LITERATURE REVIEW

An exhaustive review of books, periodicals, and films was conducted. However, only a few provided the author with related information on the problem of spouse abuse and

it's association with law enforcement. The following publications were found to be invaluable in understanding the problem, and developing the introduction phase of the POI:

Behind Closed Doors: Violence in the American Family, by Murray A. Straus, Richard J. Gelles, and Suzanne K. Steinmetz, 1980, provides the lay and professional audience with an accurate description of how spouse abuse interacts with family violence. It is based on a seven-year study of over 2000 families, and provides valuable statistics (i.e. frequency) that reenforces the need for spouse abuse training by law enforcement officials. Statistics gained by this study are frequently referred to by other authors on domestic violence, which greatly adds to it's credibility in the domestic violence research arena. The book also provides an historical review of how the crime of spouse abuse evolved through time, and has only recently (late 1970s to 1980s) become an area of great concern. It provided the author with a good foundation in which to pursue other readings on the topic.

Battered Wives, by Del Martin, 1976. As evidenced by it's constant referral by numerous publications, this is considered by many as the first major work on spouse abuse. Ms Martin has conducted an extensive study in this area, to include an analysis of British programs and studies. on

the problem. She provides an extremely detailed description and analysis on the historical development of the problem, to emphasize the need for new legislation and social service procedures. Her rationale for the causes of spouse abuse focuses on the violent nature of today's American society, which also encourages role modeling, sexist values, and attitudes. Her analysis on the effectiveness of law enforcement in handling spouse abuse is particularly alarming, for she describes a system that is almost totally unwilling or ill-prepared to cope with the problem. The reader must understand that Ms Martin published this book in 1976, which portrays the problem when it was just surfacing, before the advent of new legislation and police procedures. In spite of this, her book does provide an accurate portrayal of the problem, and definitely reenforces the need for police training in this area.

The Battered Woman, by Lenore E. Walker, 1979, a clinical psychologist, whose three-year research study has revealed a wealth of new information on the problem of spouse abuse. Her Cycle Theory of Violence was found particularly appealing to the author, for it provided a rationale for the escalation of violence, frequently seen in spouse abuse situations. Subsequent research by the author found the Theory mentioned in numerous other noted publications, and also by officials of the legal system

(i.e. police and court officials). After completing his research, the author fully accepted the Cycle Theory, and decided to incorporate it into his POI as a learning objective. In addition, Lenore Walker has consolidated extensive information on spouse abuse myths and characteristics of victims and batterers, which were previously mentioned separately by other authors. These lists proved to be extremely effective in describing the problem and were also incorporated into the author's POI.

"Wife Beating: The Silent Crime," by Jane O'Reilly, was published by Time magazine (5 September 1983), as part of an 11 page article on "Private Violence." This article provides a current (1980's) analysis of spouse abuse, by describing how it still persists in today's society. It is interesting to note that Ms O'Reilly utilizes Lenore Walker's Cycle Theory of Violence to emphasize the magnitude of the problem. Her overall discussion on the problem is identical to those mentioned by the aforementioned authors, however she provides a more current status, by describing the gradual revamping of today's social and legal systems. The article also provided the author with more current statistics (i.e. frequency) for the introduction to his POI.

All They Can Do...Police Response to Battered Woman's Complaints, by David Reed, Sonia Fischer, Glenda K.

Kantor, and Kevin Karales, 1983, was published by the Chicago Law Enforcement Study Group, and provides a current analysis of the problem and it's impact on law enforcement; as seen in a major metropolitan area ___Chicago. The study provides an excellent insight on the problem of spouse abuse, by discussing the concerns, perspectives, and needs of victims, police , and those involved in providing support and services to victims. The author's primary concern in reviewing this document was to determine if it significantly deviated from the findings of older publications. Basically, it was found that this publication tends to validate and reenforce numerous findings and recommendations of previously mentioned authors. For example, the Cycle Theory is literally accepted in describing the problem. In addition, the study's indepth analysis of police and victim perceptions, stresses the need for revamping police policies and training in spouse abuse situations.

"Something to Believe In," a 28 minute film produced in 1983, by the Greater Kansas City Chapter of the American Red Cross and United Telecommunications Inc., and shown on television on 23 January 1984, provided the author with a more accurate insight of the problem. A copy of this film was loaned to the author by the Red Cross, for his research. The film vividly describes the problem of spouse

abuse, by incorporating live interviews with a victim, batterer, and professional social service personnel. It was particularly interesting and stimulating to the author, because it focused the problem to a specific locale (Kansas City). In addition, it reenforced the author's goal by emphasizing the need for police to be informed (trained) on the problem.

MILITARY THEORETICAL LITERATURE

This is an area the author found extremely weak and lacking in resources, for he primarily focused his research to those publications that were readily available to military police officers and enlisted soldiers. This primarily consisted of reviewing the Soldiers magazine and the Military Police Journal. In addition, the author reviewed The Center For Women Policy Studies publication Wife Abuse in the Armed Forces, which provides an objective view of spouse abuse in the military. The following is a discussion on the contents of these publications:

Soldier's Magazine

The author conducted a two year (1983-84) literature review of this publication. The purpose was to determine the extent of media coverage for the revised Army regulation AR 608-1, Army Community Services Program,

published in May 1983, which developed a specialized program (Chapter 7, Army Family Advocacy Program) to prevent and handle child or spouse abuse. Only one article was found, published in November 1983, entitled "A Policy That Protects Against Family Abuse," by Staff Sergeant Victoria Mouze. The article describes the new program, existing programs established by several installations, and briefly describes the problem of spouse abuse in the military. A cyclic pattern of violence, involving tension building, explosion and remorse phases, is cited to emphasize the need for public and Military Police education.

Military Police Journal

Since this is the primary professional publication for all Military Police, the author decided to conduct an extensive background (1978-1984) search for articles dealing with domestic violence. Two articles were found, which are discussed below:

"Wife Beating," by Major (Ret) Larry B. Moore, Fall 1978, provides an accurate description of the problem, as it existed in the late 1970's, when the crime was just surfacing in the public sector. Judicial and law enforcement frustrations in handling the crime are emphasized, for the author states, that at the time the article was written, only two states had enacted laws against spouse abuse. Therefore, the author's

recommendations for police involvement, alludes to conflict resolution and arrest avoidance procedures. However, he does recognize the need for police training in crisis-intervention and interpersonal communications.

"Handling Domestic Disturbances," by Captain Dorothy A. Martin, Spring 1980, is basically an article on crisis intervention and interpersonal communication procedures, in handling domestic disturbances. Although the author provides some effective techniques towards conflict resolution, her failure to discuss the different types of conflicts/crimes commonly found in domestic disturbances (i.e. child abuse, spouse abuse), and subsequent police safety procedures, significantly detracted from the subject title. In addition, the author's references were published during the period 1970-1974, which explains her emphasis on conflict resolution and arrest avoidance procedures.

Wife Abuse in the Armed Forces, Lois A. West, William M. Turner, and Ellen Dunwoody, 1981, provides an indepth perspective of the problem, and it's uniqueness to the military. Pressures particular to the military lifestyle and family (i.e. financial, family separation, military rank and role expectations.), are closely examined as factors contributing to spouse abuse. In addition, a detailed discussion is provided on the civilian and military legal systems, which greatly assisted the author

in developing a supplemental block of instruction to his POI (Legal Aspects of Spouse Abuse). It is interesting to note that a lot of the study's recommendations were later incorporated into the revised Army regulation AR 608-1, published in May 1993.

CIVILIAN INSTRUCTIONAL LITERATURE REVIEW

This phase consisted of identifying the most current and widely accepted methods in handling domestic disturbance (spouse abuse) situations. Although the author's research included reviewing several city and state police training programs (i.e. Chicago, North Carolina, Missouri), he decided to focus his instructional literature search to those publications that are readily accessible to all police agencies. This basically involved examining three primary sources of police instructional material (Police Executive Research Forum, International Association of Chiefs of Police, and Police Science Services). In addition, the United States Department of Justice Uniform Crime Reports on Law Enforcement Officers Killed and Assaulted (1980-82) were studied to develop and reenforce POI teaching points. The following is a discussion on the results of this review:

Police Executive Research Forum

Responding to Spouse Abuse and Wife Beating - A Guide for Police, by Nancy Loving, 1980. This is, in the author's opinion, the most current and comprehensive publication available to police agencies, for formulating agency guidelines and training programs. Ms Loving has studied the problem and its relation to law enforcement, by visiting 17 police departments, interviewing police managers, surveying 130 police officers, and interviewing social service professionals. From this she provides basic guidelines in establishing police departmental policies, suggests operational procedures for responding to abuse calls, and provides detailed procedures to help officers understand, defuse, and prevent recurrence of violent conflicts. Her step-by-step procedural approach for responding to abuse calls, starts from the moment the complaint is received by the police desk, and follows a course of expected or required actions by responding officers, until the situation is under control. Techniques for interviewing witnesses, the victim, and the batterer are provided in conjunction with established behavior guidelines. Ms Loving's book was so stimulating to the author, that he decided to request her assistance in formulating his POI. Subsequent telephonic liaison was established, which greatly assisted the author. In addition, he received Ms Loving's followup publication

which is discussed below.

Spouse Abuse: A Curriculum Guide for Police Trainers, by Nancy Loving, 1981, is basically a POI that was established, utilizing the key points addressed in her previous publication. Ms Loving has designed a 20 hour training program, including lectures, film, panel discussions, and role playing classes. Her approach is so logical, that the author decided to model the format of his POI as closely to hers as possible. The only major problem that faced the author in doing this, was the length of the program, as 20 hours was determined to be too long for a unit training program. Therefore, in coordination with Ms Loving, the author reduced the content by focusing primarily on two major areas: problem discussion and police role.

International Association of Chiefs of Police (IACP)

"Training Key 209, Crisis Intervention," 1974, provides some effective police behavioral guidelines and interpersonal communication techniques, to aid in controlling a domestic disturbance situation. Although this publication does address the four alternatives to resolving a family crisis (Mediation, Referral, Temporary Separation, and Arrest); it is over ten years old and does in fact portray the mentality of that era. The article

strongly portrays domestic disturbances as strictly family crises that can often be quelled by mediation. In the author's opinion, the article's failure to address and recognize spouse abuse as a potential crime, significantly degraded its value in properly handling domestic disturbance situations.

"Training Key 245, Wife Beating," 1976, was an early and effective attempt to indoctrinate the police community on the problem of spouse abuse. A detailed examination of the victim, batterer, and children of spouse abuse situations is provided, in conjunction with an overview of the police role. Emphasis is placed in not viewing family disturbances and wife beatings synonymously, and also that it should not be considered a "victimless crime or solely a manifestation of poor marriage."

"Training Key 246, Investigation of Wife Beating," 1976, supplemented Training Key 245, by providing police agencies with a procedural process in responding to and investigating potential spouse abuse situations. Although over eight years old, it provided the author with some important safety tips, in responding to and establishing control of a reported incident, that were not found in other publications.

Police Science Services Inc.

"Study Notes --Domestic Disturbances," 1977, provides an overview and some effective safety tips in responding to domestic disturbances. However, this training guide is misleading, for similar to IACP Training Key 209, domestic disturbances are viewed much too narrowly. Mediation versus arrest is emphasized, which seriously detracts from looking for and handling potential spouse abuse situations. In fact, spouse abuse is not even mentioned throughout the entire document.

Training Film: "Domestic Disturbances," publication date unknown. This is an audio-visual slide show presentation consisting of 80 slides, that portrays the problem with domestic disturbances, and expected police actions in responding to them. Although the film reenforces a lot of previously accepted procedures, and also provides some new techniques in responding to domestic violence situations, there are several problems with this program. Basically, the problems are identical to those discussed above (Study Notes). For example, the introduction depicts several wife abuse situations (Slides 6,8, and 11), which vividly shows a man beating/assaulting his wife. But in further discussing police actions, the program stresses mediation without any mention to spouse abuse as a cause for the disturbance. In addition, the

author discovered a serious error in the film. Slide 25 tells police officers to identify potential weapons (i.e bottles), but doesn't direct them to remove the threat from the immediate vicinity of the victim or assailant. Subsequently, slide 51 depicts a police officer conducting an interview at a table containing many potential weapons (bottles).

United States Department of Justice

Federal Bureau of Investigation, Uniform Crime Reports, Law Enforcement Officers Killed and Assaulted 1980-82. An indepth study of these reports was conducted to assist the author in developing and reenforcing teaching points for his POI. The period 1980-82 was selected, because there were no publications found that analyzed this time period. In fact, most of the publications studied still utilized the 1970's statistics. The period 1983-84 was not covered due to the fact that these reports were not published at the time of this study. In analyzing the data from these reports, the author found that 287 civilian police officers were killed during this period, of which 38 or 13% died handling domestic disturbance type calls. In addition, 170,738 police officers were assaulted, of which 56,255 or 32% were assaulted in handling domestic disturbance type calls. Each of the 38 cases of police fatalities were studied and analyzed to determine lessons

learned. For example, there were four incidents in which the police officer was killed exiting the residence. The author thus decided to incorporate this step (leaving the scene) into the POI. In addition, specific case studies that reenforced a learning point (i.e. parking in front of a residence) were also identified for inclusion into the POI. The limitations in conducting this type of study included the lack of specific data concerning officers assaulted (case studies are only provided for officers killed), and the vagueness of several case studies.

MILITARY INSTRUCTIONAL LITERATURE REVIEW

This was probably the author's most depressing phase of conducting his literature review, for resources were extremely limited, outdated, and seriously in need of revision. The primary sources studied were the Military Police School's Field publication, FM 19-10, and resident POIs for enlisted and officer MPs, Forces Command (FORSCOM) publication "We Care," and a new Maxwell Air Force Base "Security Police Guide to Handling Domestic Violence". The following is a discussion on the results of this review:

United States Army Military Police School (USAMPS)

Field Manual (FM) 19-10, "Military Police Operations," 1976, is the Military Police Corps basic manual, that

provides information and guidance on the operation of Military Police and Department of the Army civilian guard activities. It is also the primary reference manual for conducting all USAMPS POIs on law enforcement (Enlisted and officer). As seen by the publication date, this manual is over eight years old. It places the handling of domestic violence under Chapter 7, Crisis Intervention, which also includes handling abnormal persons, suicide, rape, and child abuse. Procedural steps in responding to domestic disturbance situations are provided, to include several widely accepted safety tips. The manual tends to categorize domestic violence as strictly a family crisis, and, thus, does not address the crime of spouse abuse. In addition, the recommended crisis intervention skills do not differentiate between handling the victim or the batterer. Also, it is obvious that this manual portrays the traditional police role of the mid 1970's era and is badly in need of revision.

Enlisted Advanced Individual Training (AIT) Course (830-95B10, 95B10-OSUT, 95B10-OSUT(ST), 10 December 1981. The advanced individual trainee MP receives a 28 hour course of instruction on "Patrol Activities," of which "Responding to a Domestic Disturbance (DD)" constitutes one out of eight subjects taught during this phase of instruction. Although the course covers a lot of safety techniques commonly accepted by civilian police and

domestic violence authors, it is far too brief for training a new police recruit (MP). Several significant steps to insuring the officer's safety are not present. For example, there are no detailed procedures for the responding officers' actions enroute, and immediately on the scene of a disturbance. In addition, the course stresses settlement through mediation and discourages apprehension. It tends to over-support the MP motto "Of The Troops and For The Troops," implying that the MP should attempt to resolve the conflict, in the best interest of the soldier. Spouse abuse is not even discussed during the course of instruction.

Non-Commissioned Officer Advanced, Officers Basic and Advanced, and Provost Marshal Orientation courses, November 1981. All of the above courses utilize the same lesson plan (Crisis Intervention LA 125, LD 723, OZ 208), but vary in the amount of time allotted per class. The Non-Commissioned Officers Advanced course and the Officers Basic course provide a two and a half hour block, the Officers Advanced course offers a three hour 20 minute block, and the Provost Marshal Orientation course offers a one hour block of instruction on crisis intervention. In analyzing the POI, which consists of lecture, films, and student discussion, the author found that it basically had similar problems as the AIT POI. Although this POI

incorporates a more detailed discussion on crisis intervention techniques, and even provides a brief overview of the spouse abuse problem, it lacks detailed guidance in how to properly handle a potential spouse abuse situation. In addition, the POI significantly detracts from domestic violence by devoting an excessive amount of time on rape cases (22 of 78 slides discuss rape).

An interesting finding in comparing FM 19-10, AIT, NCO, and Officer POIs was that there appeared to be a lack of coordination between FM and POI authors. Numerous procedures and safety tips discussed in one are not discussed in the other, which can cause significant problems in the field.

Forces Command (FORSCOM)

FORSCOM publication "We Care," 14 April 1983. FORSCOM is the Army's major command responsible for all major troop units in the continental United States. This document was published as a guide for the prevention, intervention, and evaluation of crimes against women. Included within this program was a lesson plan for a one hour block of instruction on "Prevention of Spouse Abuse" (Appendix F). Although the lesson plan provides a good general overview of the problem, its application to law enforcement is limited, since its target audience is the general public. However, it does adequately describe the problem, and also

provides current data on the legal (Military) implications of the crime.

United States Air Force

Maxwell Air Force Base: "Air Force Base Security Guide to Handling Domestic Violence," by Maj Willard M. Stovall, 1984. This document which is recorded in the Defense Technical Information Center (DTIC Report No. ACSC-84-2510), is an interesting attempt to update and clarify the problems associated with responding to domestic disturbance situations. The author has prepared this guide by first discussing the problems associated with domestic disturbances, then providing detailed procedures in responding to these situations. Although the guide discusses spouse abuse, it is too brief, which tends to confuse the reader, in seeking and understanding the recommended courses of action (Spouse abuse situations).

SUMMARY

As a result of conducting the research, the author concluded it was evident that the MP Corps had fallen behind in updating its doctrine in domestic violence. New research conducted by civilian agencies has identified spouse abuse as a critical area, that must be understood by law enforcement agencies, in order to properly intervene, and prevent injury or death to police as well as third

parties. The MP School's curriculum on domestic violence dates back to the mid-1970's, and is missing essential information that should be taught to all MP's. In addition, military field POI's and publications have failed to properly update the Military Police community on the problem of spouse abuse. Therefore, it is concluded that MP's are currently ill-prepared to intervene in potential spouse abuse situations, and are urgently in need of a unit training program.

CHAPTER 3

METHODOLOGY

The hypothesis that MP's are receiving inadequate training in handling DD's (specifically spouse abuse), was addressed in the review of literature in Chapter 2. The literature review primarily encompassed a comparison between existing accepted police procedures and those prescribed by the MP School. It was found that the MP School's curriculum of instruction for enlisted and officers, along with its primary reference manual, are both brief and outdated. Both portray the traditional police role of the mid-1970's era, when the problem of spouse abuse was just surfacing. Spouse abuse is not even covered in the enlisted AIT course. In addition, the MP doctrine still stresses mediation versus apprehension, as the primary method of resolving domestic disputes, which can often lead to more problems. The problem was further compounded with the lack of new and definitive guidance, that could have been distributed to the field, through the professional MP publication, Military Police Journal. Professional consultation with noted civilian authorities, coupled with interviewing and surveying MP's which are discussed in this chapter, further reinforces the acceptance of the hypothesis that there is an inadequacy of MP training in the area of handling domestic disturbances.

The hypothesis did not require statistical proof or further testing, due to the absence of any substantial training program. Thus, there was no need to analyze the quality of existing programs. The formulation of a statistical hypothesis for testing is not needed given the inadequate level of training that currently exists. In view of the above, the author accepts the research hypothesis that MP's are receiving inadequate training in handling DD's (specifically spouse abuse).

POI DEVELOPMENT

The methodology utilized in developing the training program, was to follow the Army's Instructional System Development (ISD) model, provided in Training Doctrine Command (TRADOC) Pamphlet 350-30 (Extract of ISD model is in Appendix 1). This is basically a five phase process (Analyze, Design, Develop, Implement, and Control) in developing a POI. It should be noted that the ISD model is only a guide, and is subject to modification, as evidenced by the Command and General Staff College (CGSC) conversion of the model into its Authors Handbook (1983). The Table of Contents of this handbook, which depicts the modifications instituted by CGSC, is in Appendix 2. The author found the overall format of the model extremely useful, in that it provided a systematic procedure for developing a POI. He therefore extrapolated key facets of

the model, to include modifications incorporated by CGSC, and applied them towards the development of the POI. Additionally, although the four phases of the ISD model are designed to establish a completed POI, including validation (Phase IV), the author has only utilized the model to validate a pilot program. Actual validation and analysis of the POI is covered in Chapter 4. The remainder of this chapter is a detailed discussion of how the ISD model was utilized in formulating the proposed POI.

PHASE I ANALYZE

The purpose of this phase is to select and analyze the target audience, analyze existing courses of instruction, and identify, analyze, and select the tasks to be taught. The following describes how these requirements were met:

SELECTION OF TARGET AUDIENCE

In order to construct a viable training program that covers all echelons of law enforcement at installation level, the target audience had to be analyzed. A typical MP organization is shown in Figure 3.1.

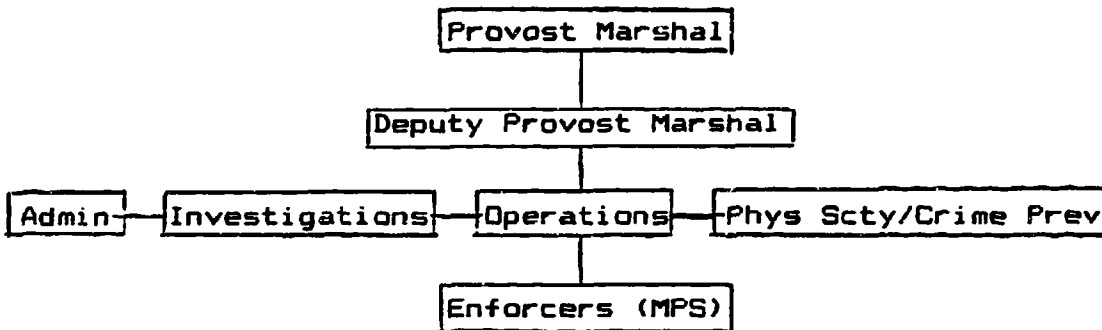


Figure 3.1 A Typical Provost Marshal Organization

From this, two basic target audiences were initially identified; the Provost Marshal and his immediate staff responsible for establishing law enforcement policy and guidelines, and the "Enforcers" or road MPs responsible for implementing policies and guidelines.

A deviation from the format of the ISD model is required here. The author initially pursued a POI encompassing two target audiences, however, in implementing the pilot program (Phase IV), he found that this course of action was not feasible. In the interest of space and time, the procedure for developing a POI for two audiences is eliminated and discussed at this time.

After testing the pilot POI, a decision was made to

develop one POI that incorporated the entire MP organization. It was determined that since the training is categorized as professional development, Provost Marshals and MP unit commanders found it easier to require PM staff sections to attend the same training as the "Enforcers," versus arranging separate training schedules for these personnel. The author agreed with the proposed change, since having everyone attend the same class would allow all MPs, regardless of rank or position, to start from a common base line. Receiving the basic POI would also allow PM staff members to more accurately assess the revisions needed in the PM Standard Operating Procedure (SOP) and policy letters. Eliminating the POI for supervisors did not, in the author's opinion, degrade the overall training program.

In analyzing the target audience, the author decided to construct the following training package:

1. Executive Summary, on Spouse Abuse and it's impact on domestic violence (For Provost Marshals).
2. Two hour block of instruction providing an overview of the problem and enforcement techniques (All MPs).
3. Lesson on the legal aspects of spouse abuse: Utilized to reenforce and expand information presented during initial two hour block of instruction.
4. Seminar/Role Playing Classes: Used to reenforce the

initial POI.

Based on the above, the target audience selected for establishing a POI was the PM staff and "Enforcers." Development of the Executive Summary, Legal, and role playing classes are discussed in Chapter 5, since these were established after validating the POI.

The student profile for the POI consists of an extremely wide variance in age, education, rank, and experience. The only basic commonality is that all have undergone Military Police training, and have at least a basic appreciation and understanding of law enforcement terminology.

IDENTIFICATION OF TASKS

In analyzing the MPs role in responding to spouse abuse situations, the following tasks were considered for establishing the POI: (NOTE: This was a "brain-storming" exercise. The resulting task list was developed without any order of priority.)

TASK NUMBER_____	TASK_____
1	Implement proper procedures in receiving a DD complaint (MP Desk).
2	Apply proper procedures enroute to DD (Patrol).
3	Apply proper procedures on arrival at DD (Patrol).
4	Apply proper procedures in approaching DD (Patrol).

- 5 Apply proper procedures in gaining entry (Patrol).
- 6 Apply proper procedures in entering DD (Patrol).
- 7 Apply proper procedures in establishing control (Patrol).
- 8 Apply proper procedures in assessing the situation (Patrol).
- 9 Apply proper procedures in conducting the interview (Patrol).
- 10 Apply proper procedures in leaving the scene (Patrol).
- 11 Employ proper behavior guidelines (Patrol).
- 12 Recognize the legal aspects of spouse abuse.
- 13 Understand the causes and results of spouse abuse.
- 14 Identify other Army agencies that can assist victim or batterer.
- 15 Employ proper apprehension procedures (Patrol).
- 16 Employ proper procedures in transporting victim or batterer (Patrol).
- 17 Employ proper report writing procedures (Patrol).

SELECTION OF TASKS

In analyzing the list of tasks/functions associated with responding to potential spouse abuse situations, tasks 1-14 were selected for training. Tasks 15-17 were not selected, because they are already covered in substantial detail by the MP school (Basic MP POI, dated 10 December

1981.).

REVIEW OF EXISTING PROGRAMS OF INSTRUCTION

This step was completed while performing the literature review of Military Instructional Literature (Chapter 2).

PHASE II DESIGN

The purpose of this phase is to develop instructional objectives, develop tests, and determine sequence and structure of the POI. The following describes how these requirements were met:

DEVELOPMENT OF TERMINAL LEARNING OBJECTIVES (TLOs)

The author, in developing the objectives to the three hour POI, utilized the CGSC Authors Handbook, 1983, and also received tremendous assistance from Major Ralph W. LeGrow, Instructional Technologist, Office of Curriculum Affairs, Directorate of Academic Operations, CGSC. The use of these resources allowed the author to design a program in accordance with DA standards.

Terminal Learning Objectives (TLO) are "...those competencies that students are expected to be able to perform at the completion of instruction" (Schmidt, 1983). The development of TLOs initially involves identifying

similar tasks and subtasks, that were selected in Phase I. The following tasks/subtasks were thus grouped by major task heading:

Major Task: Understanding spouse abuse.

Subtasks: Recognize the need for police training.

Recognize the legal aspects of spouse abuse.

Recognize the dynamics of spouse abuse.

Major Task: Police response procedures.

Subtasks: Receiving the complaint.

Actions enroute to disturbance.

Arriving at the scene.

Entering the scene.

Major Task: Establishing control and intervention.

Subtasks: Stabilizing the situation.

Assessing the situation.

Conducting the interview.

Leaving the scene.

The above tasks were then developed into the following TLOs, utilizing the Army's Task, Condition, and Standard format.:

TLO 1

TASK: Discuss spouse abuse and it's relationship to domestic disturbance.

CONDITION: Given a lecture on spouse abuse in a classroom

situation.

STANDARD: Discussion will include as a minimum, the definition, problem, myths, characteristics, and legal impact of spouse abuse, as outlined in lesson material.

TLO 2

TASK: Respond to domestic disturbance.

CONDITION: Given a lecture on responding to domestic disturbances in a classroom situation.

STANDARD: Response will include actions involved with taking the call, proceeding to, arriving at, and entering the scene of a reported domestic disturbance complaint, as outlined in lesson material.

TLO 3

TASK: Establish control and intervention of a domestic disturbance involving spouse abuse.

CONDITION: Given a lecture on establishing control of a domestic disturbance in a classroom situation.

STANDARD: Establishing control will include actions involved with taking immediate action to stabilize the situation, assessing the situation, conducting the interview, and leaving the scene of a suspected spouse

abuse situation, as outlined in lesson material.

DEVELOPMENT OF EVALUATION TOOLS (TESTS)

The author pondered over the necessity for administering a test for the proposed POI. His final decision was not to develop a testing instrument. The rationale was that the training is designed for working MPs, who have already completed their academic requirements. Training for these personnel should be free of stress, to stimulate individual thought processes, and also to promote free discussion on the subject matter. Additionally, since the audience consists of MPs who are already "working the road," the true test is their job performance, once they return to duty. Therefore, in lieu of an evaluation instrument that tests their academic understanding, a survey was developed to evaluate their perception and feelings of the POI. The survey instrument is attached at Appendix 3, and a discussion on the results are located in PHASE III (Pilot Program), and in Chapter 4 (Validation).

SEQUENCING AND STRUCTURE OF POI

The decision for the overall format of the POI was to follow the TLO sequence mentioned above (TLO 1-3). This was the most practical, since it allowed an initial

discussion on the problem of spouse abuse, followed by procedures to follow in handling a potential spouse abuse situation.

PHASE III DEVELOP

The purpose of this phase was to develop the POI by content research, selecting a teaching methodology, identifying media support requirements, and to develop the instructional material. The following describes how these requirements were met:

CONTENT RESEARCH

Content research was accomplished by taking each TLO and analyzing the data obtained during the literature review (Chapter 2), to develop the POI. The following describes how research was conducted for each TLO:

TLO 1: Discuss spouse abuse and it's relationship to domestic disturbance.

Content Research of Tasks associated with TLO:

1. Impact of spouse abuse. To properly depict the impact of spouse abuse, the author sought the most current statistics associated with this crime. The following subtasks and resources were selected:

National Impact: Time article (O'Reilly, 1983) provides an excellent overview and estimate of future violence.

Military Impact: The publication by the Center for Women Policy Studies (West, Turner, and Dunwoody, 1981) provides excellent data on the potential for spouse abuse in the military (i.e. Number of married soldiers.).

Police Involvement: The Uniform Crime Reports on Law Enforcement Officers Killed and Assaulted (1980-82) provides overall statistics and case studies of officers killed in responding to domestic disturbance situations.

2. Defining the problem and need for law enforcement training (Military). Department of Defense Directive 6400.1 and the U.S Army regulation AR 608-1, describes the military efforts in establishing an advocacy program against spouse abuse, and also dictates training requirements for MPs in this area.

3. Myths versus reality. The publications The Battered Woman (Walker, 1979) and Spouse Abuse: A Curriculum Guide for Police Trainers (Loving, 1981), provide an extensive list of myths, and also an accurate description of what spouse abuse really is.

4. Dynamics of violence. The Battered Woman (Walker, 1979) introduces the "Spouse Abuse Cycle," which now appears in most readings on spouse abuse.

5. Frequency, characteristics, and causes of spouse abuse. Behind Closed Doors (Straus, Gelles, and Steinmetz, 1980)

provides a compilation of survey data, describes the frequency and cultural characteristics of the crime. The Battered Woman (Walker, 1979) furnishes an extensive list of victim and batterer characteristics, and also causes of spouse abuse. Wife Abuse in the Armed Forces (West, Turner and Dunwoody, 1981) provides stress factors that contribute to spouse abuse in the military.

6. Legal (Military) impact of spouse abuse. Due to the extensive amount of material associated with this topic, a decision was made to discuss only the punishable spouse abuse offenses under the Uniform Code of Military Justice (UCMJ) in the initial POI. However, a resource paper was prepared as part of Lesson 4 to the POI, "Legal Aspects of Spouse Abuse," to be given when additional training time is made available.

TLO 2 Respond to domestic disturbance and TLO 3 Establish control of a domestic disturbance situation.

Content research of Tasks associated with TLOs: Utilizing Spouse Abuse: A Curriculum Guide for Police Trainers (Loving, 1981) as a guide for identifying a sequential process in responding to and controlling a domestic disturbance situation, the author conducted a detailed analysis of existing civilian and military POIs, covered in Chapter 2, and formulated his own POI. In addition, specific case studies of officers killed in responding to

domestic disturbance situations (UCR, 1980-82), were selected for inclusion, where applicable in the POI.

SELECTION OF TEACHING METHODOLOGY

Having just graduated from CGSC, the author had a unique opportunity to witness and experience various teaching methodologies. However, in selecting a methodology for presenting the POI, he was primarily concerned about presenting a lot of information, while managing to gain and hold the interest of the audience. Since spouse abuse is such a controversial subject, which may, by its very title, question one's moral standards, it must be presented in a manner that is interesting, informative, and beneficial to the MPs.

In view of the above, the author deliberated over conducting a seminar, film supported lecture or seminar, pre-recorded video tape, or a pure lecture method of instruction. The following discussion portrays how the author arrived at his decision:

Seminar Method: Effective in attaining student thoughts and input, but is restricted by time limitations and expertise of the instructor.

Film supported lecture or seminar: Effective method in developing student interest, but is restricted by time

limitations, and availability of recommended films. Additionally, since training films are habitually narrow in scope, more than one film may be necessary to achieve class objectives.

Pre-recorded video tape: Effective method of conducting standardized training. Extremely versatile in distributing and incorporating into unit lesson plans. Funding and time limitations in preparing and producing such a product, prior to the projected thesis completion date, negated this option. In addition, validation of such a film would also prove extremely difficult. However, this is an option that could be pursued by Headquarters, DA, if the training program is approved.

Lecture Method: Effective in presenting a large quantity of information, and where time limitations exist and are inflexible. Effectiveness of instruction is based on instructor's interest, knowledge and preparation of the subject matter. The use of media support aids (35mm slides or overhead view graphs) and handouts can contribute significantly to the presentation.

Based on the above, in consideration of the voluminous amount of material selected for presentation, and the time limitations (two to three hours) that had previously been established (Chapter 1), the author decided to select the lecture method of instruction.

MEDIA SUPPORT REQUIREMENTS

There were two media support modes (35mm and overhead view graphs) selected by the author. Basically, the goal was to have a POI utilizing only 35 mm slides. But since the material desired to be shown, consisted almost entirely of written subject matter, a logistical problem occurred. The only location where 35 mm slides could be produced, according to the author's specifications, was the Fort Leavenworth Media Support Center. Priority for a student pursuing a Master's degree, even one who is developing a program for DA, was extremely low. A request was submitted, but the expected completion date was after the planned validation dates. Therefore, the author decided to utilize overhead view graphs for his POI. Initial production of the view graphs was accomplished utilizing the CGSC library facilities (Xerox). The viewgraphs were poor in quality and therefore difficult to read. The author was later able to obtain more professional quality viewgraphs, which are discussed later in this chapter.

In addition to the viewgraphs, the author was also able to obtain some 35 mm slides from LTC James Fraser and the Military Police School, that portrayed actual victims of child and apouse abuse. He decided to utilize these as the initial "attention getters" for his introduction, by

stating "What's the Difference?"

Since several of the viewgraphs contain copyrighted material from Spouse Abuse: A Curriculum Guide for Police Trainers (Loving, 1981) and The Battered Woman (Walker, 1979), the author obtained copyright releases from these authors (Appendix 6).

DEVELOPMENT OF POI

The subsequent development of the POI was accomplished utilizing all of the previously mentioned factors. The completed POI is attached at Appendix 4.

Prior to proceeding to PHASE IV IMPLEMENT, the author was concerned about the content validity of his proposed POI. He therefore provided draft copies to Ms Anderson and LTC Fraser for review and comment. Both provided some administrative comments, and fully endorsed the program. In addition, the author conducted extensive telephone interviews with Ms Loving, Police Executive Research Forum, to discuss the finalized contents of the proposed POI.

PHASE IV IMPLEMENT

This phase consists of conducting instruction with the completed POI. As stated previously, the purpose of instruction conducted during this stage, was to test the pilot program. Actual validation of the completed POI is

covered in Chapter 4.

Testing of the program (Pilot) occurred in July 1984, with the 25th Infantry Division MP Company and Schofield Barracks MP Company, located at Schofield Barracks, Hawaii. There was a two-fold reason for selecting these units. First of all, as a matter of convenience, the author had scheduled a leave in Hawaii, during the time frame that the POI would be prepared for testing. Secondly, and more importantly, the author had prior experience as an MP on Schofield Barracks (MP Operations, Investigations, Physical Security and Crime Prevention Officer, and MP Company Commander), and was fully cognizant of MP procedures and problems on the installation. Due to the presence of the 25th Infantry Division, there is a large population of soldiers and their families residing on the installation. From past experience, the author knew that domestic disturbance complaints were frequent, and a major problem for MPs on the installation.

PREPARATION AND COORDINATION OF PILOT PROGRAM

The following is a detailed account of how training was planned and coordinated:

Initial coordination (written correspondence) was established with the Division/Installation Provost Marshal on 6 June 1984, requesting permission to conduct the

training in July 1984. Approval of the request was received on 15 June 1984, and subsequent telephonic coordination permitted the scheduling for three classes (10, 12, and 16 July).

The author's initial actions upon arrival in Hawaii, were to to reacquaint himself with the functions and problems of the Provost Marshal Office (PMO). Meetings were conducted with the Deputy Provost Marshal (DPM), PM Sergeant Major (SGM), Operations Officer and Non-Commissioned Officer (NCO), Crime Prevention NCO, and Administration NCO. The proposed POI was provided to the DPM, SGM, and Operations section, for their review and concurrence. In addition, the author received the PM SOP and Policy Letter file. He attempted to determine any local procedure for monitoring domestic disturbance/spouse abuse incidents, and also conducted interviews with MPs and MP Desk personnel. The above actions took approximately one week (2-6 July). Basically, as a result of his research, the author determined the following:

1. Domestic disturbance incidents were still occurring frequently.
2. PM SOP on domestic disturbance consisted of one page, with no specific guidance in responding to and handling domestic disturbance/spouse abuse situations. There was an annex on child abuse, that had been prepared by local military health

authorities. The next higher headquarters (WESTCOM) PM SOP was also reviewed, but there was no section on domestic disturbance.

3. All MPs interviewed, expressed frustration and fear in responding to domestic disturbance complaints. A common comment was "That's a touchy issue." In addition, all MPs stated that they had not received any training on domestic disturbance (Response or Crisis Intervention) at the unit level.

4. PM capsule training book has a block of instruction on child abuse, but nothing on domestic disturbance or spouse abuse.

5. There is no policy letter dealing with handling domestic disturbance or spouse abuse.

6. There was no local method established for monitoring domestic disturbance incidents. The Crime Prevention section which normally monitors crime, has no responsibility in monitoring domestic disturbance complaints. Initially, all PM sections referred the author to the Administration section, which has a WANG word processor with memory capabilities. However, after conferring with the Administration NCO, it was found that the word processor's capabilities are extremely limited. For example, the author requested a listing of domestic disturbance incidents for the past six months. The resulting product was extremely difficult to analyze, and there was even questionable doubt on it's validity. According

to the NCO, a domestic disturbance incident involving an assault, may have been filed under assault or some other category.

7. All personnel who reviewed the POI unanimously agreed with it, and felt it was extremely effective. Per his request, a copy of the POI was given to the Operations NCO, to revamp the PM SOP.

8. Weapons registration cards are not maintained by the MP Desk, therefore the MPs do not have access to information, concerning the availability of firearms, when responding to a domestic disturbance situation.

9. In interviewing the MPs, there appeared to be a prevailing attitude that the MP's job is to help the soldier, therefore, they will do everything possible to "rectify" the situation and avoid arrest.

10. In responding to a domestic disturbance complaint, if the situation can be "rectified," no official report (DA 3975) is taken. Instead, an entry is made on the responding MP's patrol report, and also the MP Desk journal. However, the author could not find anyone who extracted, recorded, and monitored this information.

11. The MP Desk utilizes a complaint card when receiving calls for assistance. However, under domestic disturbances, the only question required to be asked is "Who is the complainant?" One Desk Sergeant stated he always asks if the subject has a weapon, but nothing else.

On 7 July 1984, from 6:00 PM to 1:00 AM, the author, in an effort to validate the need for the new training program, accompanied the MPs as a participant observer (MP Ride-Along). During that time period, he rode with the Patrol Supervisor, and responded to three domestic disturbance calls (one recurring). Although the incidents turned out to be neighbor disputes, he was able to observe actions taken by MPs in responding to a potential domestic disturbance situation. The following problems were observed:

1. Code 2 (Lights) was authorized by the MP Desk in each situation. The responding patrols utilized the lights all the way to the scene of the conflict, and many kept their lights on, even after exiting their vehicles.
2. Patrols that had not been called, also appeared on the scene. In one situation, over four patrols appeared at the scene, when in fact, only two had been dispatched.
3. MPs parked their patrol cars directly in front or adjacent to the residence in question.
3. In their haste in exiting their patrol vehicles, several MPs failed to lock the vehicle's doors.
4. Upon arriving at the scene, MPs were seen exiting their vehicles, and heading immediately to the scene of the disturbance. In addition, MPs tended to walk together, and primarily utilized sidewalks to approach the quarters.
5. Disinterested neighbors were allowed to gather, without

any attempt to question or disperse them.

6. In one situation, where the conflict entrance was on the second floor, three MPs were seen ascending the stairs together (side by side).

As a result of observing the above mentioned problems, the author felt confident that his proposed training program would definitely be beneficial to the MPs. Further "ride-alongs" were not conducted, because it was determined that the MPs observed that night were comprised of both units, and therefore provided a sufficient sampling of the MP population on Schofield Barracks.

Prior to conducting the POI, coordination was established with David F. Ryan, Army Community Services (ACS) Family Advocacy Program Coordinator. It was found that ACS had arranged training for the MPs, but it had only consisted of an information class, on services available for domestic violence victims and batterers. The author was also invited to attend a meeting with the Family Advocacy Case Management Team (FACMT), where he discussed his proposed POI with the team members. During the meeting, coordination was established with Special Agent Charlene A. Oestman, Criminal Investigation Command's (CID-Hawaii) representative to the FACMT, who was also designing a domestic violence training program for CID agents. As a result of the meeting, copies of the proposed POI were given to Mr. Ryan and Ms Oestman.

CONDUCT OF PILOT TRAINING PROGRAM

The training that was conducted on 10, 12, and 16 July, was administered to 86 MPs, representing both MP units on Schofield Barracks. Table I describes the audience that was tested.

TABLE I
DESCRIPTION OF PILOT AUDIENCE (10-16 JULY 1984)

<u>FACTORS</u>	<u>RANK*</u>							
	<u>PVT1</u>	<u>PVT2</u>	<u>PFC</u>	<u>SP/4</u>	<u>SGT</u>	<u>SSG</u>	<u>SFC</u>	<u>OFF</u>
Total	2	8	15	22	32	4	1	2
Mean Age	20.5	20.8	21	22.7	24.7	26.3	33	27
Age Range	20- 21	18- 24	19- 27	20- 29	22- 30	23- 29	33	25- 29
Yrs in Svc	.4- .5	.5-1	.7- 5**	1.5- 5.5	4- 10	5- 10	12	2-8
Ave yrs in Svc	.5	.7	1.6	3.1	5.8	7.3	12	5

* Refer to Acronym Glossary

** A PFC with five years in service is unusual, and is probably the result of disciplinary action (Rank reduction) or prior enlistment. The next highest recorded (Years in service) was two years, which is normal.

PHASE V CONTROL

This phase consists of conducting internal and external evaluations of the POI, and to revise the program accordingly.

INTERNAL EVALUATION

In administering the survey instrument (Appendix 3) to the pilot audience, only 59 or 69% of the MPs attending the class responded to the survey. General observations of the results are depicted in table II.

TABLE II

GENERAL FINDINGS OF SURVEY ADMINISTERED 10-16 July 1984

PART I QUESTION 1: MOST OF THE INFORMATION PRESENTED IN THE
CLASS WAS:

<u>SCALE*</u>	<u>PV1-PV2**</u>	<u>PFC</u>	<u>SP/4</u>	<u>SGT</u>	<u>SSG</u>	<u>OFF</u>	<u>TOTAL</u>
1	0	4	3	3	0	2	12
2	8	1	12	11	1	0	33
3	2	3	2	6	1	0	14
4	0	0	0	0	0	0	0

* Scale is provided to evaluate the student's assessment of his familiarity/knowledge of POI subject matter (1 = Already known, 2-3 Somewhat known, 4 = Completely new).

** PV1 and PV2 are combined since they are both Privates with very little difference in age and experience between them (Also applies to PART'S II and III).

 PART II QUESTION 2: I FEEL I CAN APPLY WHAT WAS TAUGHT:

<u>SCALE*</u>	<u>PV1-PV2</u>	<u>PFC</u>	<u>SP/4</u>	<u>SGT</u>	<u>SSG</u>	<u>OFF</u>	<u>TOTAL</u>
1	0	0	0	0	0	0	0
2	0	1	1	1	0	0	3
3	6	2	11	7	1	1	28
4	4	5	5	12	1	1	28

* Scale is provided to evaluate student's comprehension and assessment on the applicability of POI subject matter (1 = None at all, 2 = Very little, 3 = Some, 4 = A lot).

 PART III QUESTION 3: THIS TYPE OF TRAINING IS NEEDED BY ALL MPS:

<u>SCALE*</u>	<u>PV1-PV2</u>	<u>PFC</u>	<u>SP/4</u>	<u>SGT</u>	<u>SSG</u>	<u>OFF</u>	<u>TOTAL</u>
1	0	0	0	0	0	0	0
2	0	0	2	0	0	0	2
3	6	3	7	4	1	0	21
4	4	5	8	16	1	2	36

* Scale is provided to evaluate student's perception of the need for this type of training (1 = Disagree, 2 = Indifferent, 3 = Agree, 4 = Strongly agree).

A by-rank Mean compilation of the above (TABLE II) survey responses are displayed in Figure 3.2.

FIGURE 3.2

WEIGHTED AVERAGES OF SURVEY RESPONSES 10-16 JULY 1984

PART I: WEIGHTED AVERAGES, BY RANK, TO SURVEY QUESTION 1:
MOST OF THE INFORMATION PRESENTED IN THE CLASS WAS:

Completely new	4					
Somewhat new	3				(2.5)	
	2	(2.2)	(1.9)	(1.9)	(2.2)	X
		X	X	X	X	X
		X	X	X	X	X
Already known	1	X	X	X	X	(1)
		X	X	X	X	X
		PV1/2	PFC	SP/4	SGT	SSG OFF

PART II: WEIGHTED AVERAGES, BY RANK, TO SURVEY QUESTION 2:
I FEEL I CAN APPLY WHAT WAS TAUGHT:

A lot	4	(3.4)	(3.5)	(3.6)	(3.5)	(3.5)
		X	X	(3.2)	X	X
Some	3	X	X	X	X	X
		X	X	X	X	X
Very little	2	X	X	X	X	X
		X	X	X	X	X
		X	X	X	X	X
None at all	1	X	X	X	X	X
		X	X	X	X	X
		PV1/2	PFC	SP/4	SGT	SSG OFF

PART III: WEIGHTED AVERAGES, BY RANK, TO SURVEY QUESTION 3:
THIS TYPE OF TRAINING IS NEEDED BY ALL MPS:

Strongly agree	4				(3.8)	(4)
		(3.6)	(3.4)	X	(3.5)	X
		(3)	X	X	X	X
Agree	3	X	X	X	X	X
		X	X	X	X	X
		X	X	X	X	X
Indifferent	2	X	X	X	X	X
		X	X	X	X	X
		X	X	X	X	X
Disagree	1	X	X	X	X	X
		PV1/2	PFC	SP/4	SGT	SSG

From the above data, the author felt confident that his proposed POI was developing into a viable training program. Although the majority of MPs (47/59), that responded to the survey, stated that the program was somewhat known to them, they felt that they could apply what was taught (56/59), and also agreed that this type of training is needed by all MPs (57/59). In addition, comments solicited on the survey reenforced the statistical analysis (See Appendix 5, Student Comments 10-16 July 1984).

EXTERNAL EVALUATION

Prior to conducting the pilot POI, the author was concerned about having an external evaluation, conducted by a disinterested person. He subsequently invited David

Ryan, ACS FACMT Coordinator, to attend a class, and provide feedback on information presented. Mr. Ryan attended the first class, conducted on 10 July, and was extremely complimentary of the class.

Based on the survey results and Mr. Ryan's observations, the author made a personal assessment that the proposed POI was effective, however, there existed a need to improve the method of presentation. Therefore, the author decided to incorporate the following changes, prior to validating his POI:

1. The viewgraphs utilized for instruction were of poor quality, and therefore difficult to read. Professional style viewgraphs were thus prepared, utilizing the facilities at Fort Leavenworth Combined Arms Center.
2. The author was extremely concerned about the lack of student participation in utilizing the survey instrument (69%). He therefore decided to emphasize it's importance during the introduction to his class.
3. The author also felt that there was a need to state in the introduction, how this class would tie in with other supporting classes. Several of the MPs discussed the need for further instruction (i.e capsule training, role playing.), which were already identified by the author, as part of the overall POI to be submitted to DA.

CHAPTER 4

VALIDATION

After completing the pilot program, another series of classes were conducted with a separate audience to validate the POI. The purpose was to refine the program, and also support the author's proposition that it is applicable to all MP units. This was accomplished by validating the POI in Fort Leavenworth, Kansas, which not only involved a different geographical area, but also a separate Army Command.

The procedure selected for validating the POI was to conduct the classes (incorporating the proposed changes from the Pilot program.), analyze and compare the survey results with the Pilot program, and then, if possible, attempt to conduct a more indepth analysis of the findings.

PREPARATION AND COORDINATION

Fort Leavenworth MPs were selected for the validation audience primarily because of it's location. Having resided on the post for the past 15 months, the author was already familiar with MP procedures, as well as on and off post activities that related to spouse abuse (i.e. Women's Shelter.). In addition, initial contact in May 1984, with the Fort Leavenworth Provost Marshal and MP unit commander,

revealed a strong interest and willingness to participate in the program.

Formal coordination and research of existing MP operational procedures were conducted from 6-30 August 1984. During that time-frame, meetings were conducted with the PM, DPM, Operations Officer and NCO, and also numerous MPs (Desk and Road MPs). As a result of his research, the author determined the following:

1. Domestic Disturbances are not frequent occurrences on Fort Leavenworth. Although several incidents may take place in a given month, they tend to appear sporadically, with no capability for forecasting occurrences (i.e. 1-2 per week). Past experience has shown that when DD's do occur, they appear in surges, often times involving the same residents. An explanation offered by the PM was the high turnover of the post population (i.e. Command and General Staff College students rotate every year.), and also an extremely high enlisted MP population that work at the Disciplinary Barracks.
2. MP's in general, expressed a strong uneasiness in responding to DD complaints. Explanations for the uneasiness included uncertainties in pursuing the proper courses of action in quelling and handling a disturbance, and also coping with a rank heavy post population (NOTE: Fort Leavenworth is essentially the professional development school for upper level officers.).
3. MP unit training in DD has primarily dwelled in an

introduction to the types of DD, versus teaching proper crisis intervention techniques.

4. Military Police Investigators (MPI) are required to investigate all DDs, however, the low manning level of the section (One MPI is on duty at all times.) creates potential problems in expeditiously and properly investigating potential spouse abuse situations.

5. The Crime Prevention Section was just started, so it has not had an opportunity to interact in monitoring DDs.

6. The PM SOP does not have any section dealing with DDs or spouse abuse.

7. There is no policy letter dealing with handling DDs or spouse abuse.

8. The lack of written guidance has created a problem between the PM staff and the MP Desk. For example, per conversation with the DPM on procedures to be taken if no formal action is initiated on a DD, he stated that the subject's unit commander will always be notified by the MP Desk. However, in interviewing a Desk Sergeant on this issue, he had no knowledge of this procedure.

9. A local method of monitoring DDs is accomplished by making entries in the MP Journal and Desk Sergeant Pass-On Book. However, entries in the Pass-On Book were only made if the Desk Sergeant suspected further violence. Also, there was no indication that anyone had responsibility for extracting and monitoring this information.

10. Fort Leavenworth PMO requires two MPs to respond to any DD.

NOTE: 1. The author decided against riding along with the MPs, due to the infrequency of DD situations.

2. A copy of the proposed POI was provided to the PMO for concurrence, prior to the scheduled classes. Subsequent reply from the PM, revealed total concurrence and support of the program.

CONDUCT OF VALIDATION

The training that was conducted on 6, 7, and 10 September, was administered to 52 MPs, representing approximately 74% of the Fort Leavenworth MP Company. Table III describes the audience that was tested.

TABLE III
DESCRIPTION OF VALIDATION AUDIENCE (6-10 SEP 1984)

<u>FACTORS</u>	<u>RANK*</u>							
	<u>PVT1</u>	<u>PVT2</u>	<u>PFC</u>	<u>SP/4</u>	<u>SGT</u>	<u>SSG</u>	<u>SFC</u>	<u>OFF</u>
Total	0	6	12	20	9	3	1	1
Mean Age	NA	20.7	20.8	22.1	28	32.7	35	25
Age Range	NA	18- 26	19- 29	20- 26	23- 38	29- 35	35	25
Yrs in Svc	NA	.5- 1	.6- 2	1- 7.5	4- 10	10.5 -14	15	3
Ave Yrs in Svc	NA	.6	1.2	3	6.6	12.8	15	3

* Refer to Acronym Glossary

COMPARISON WITH PILOT AUDIENCE (DESCRIPTION)

In reviewing the Validation audience's descriptive data, there appeared to be only four ranks (PVT2, PFC, SP/4 and SGT) that provided sufficient representation for analysis. By comparing the descriptive data from the four selected ranks with those of the Pilot audience, one can see that both audience's characteristics appear very similar.

EVALUATION

In administering the survey instrument (Appendix 3) to the Validation audience, 50 or 96% of the MPs attending the classes responded to the survey. In the author's opinion,

this significant improvement on participation, was directly attributable to emphasizing it's importance during the introduction to his class (External Evaluation - Proposed Change #2). General observations of the results are depicted in Table IV.

TABLE IV

GENERAL FINDINGS OF SURVEY ADMINISTERED 6-10 SEP 1984

PART I QUESTION 1: MOST OF THE INFORMATION PRESENTED IN THE CLASS WAS:

<u>SCALE*</u>	<u>PVT2</u>	<u>PFC</u>	<u>SP/4</u>	<u>SGT</u>	<u>SSG</u>	<u>SFC</u>	<u>TOTAL</u>
1	1	1	0	1	2	1	6
2	4	5	5	6	1	0	21
3	1	6	12	2	0	0	21
4	0	0	2	0	0	0	2

* Scale is provided to evaluate the student's assessment of his knowledge of POI subject matter (1 = Already known, 2-3 = Somewhat known, 4 = Completely new).

PART II QUESTION 2: I FEEL I CAN APPLY WHAT WAS TAUGHT:

<u>SCALE*</u>	<u>PVT2</u>	<u>PFC</u>	<u>SP/4</u>	<u>SGT</u>	<u>SSG</u>	<u>SFC</u>	<u>TOTAL</u>
1	0	0	1	0	0	0	1
2	0	1	0	0	0	0	1
3	1	4	1	1	0	0	7
4	5	7	17	8	3	1	41

* Scale is provided to evaluate student's comprehension and assessment on the applicability of POI subject matter (1 = None at all, 2 = Very little, 3 = Some, 4 = A lot).

PART III QUESTION 3: THIS TYPE OF TRAINING IS NEEDED BY ALL MPS:

<u>SCALE*</u>	<u>PVT2</u>	<u>PFC</u>	<u>SP/4</u>	<u>SGT</u>	<u>SSG</u>	<u>SFC</u>	<u>TOTAL</u>
1	0	0	0	0	0	0	0
2	0	1	0	0	0	0	1
3	2	5	2	0	1	0	10
4	4	6	17	9	2	1	39

* Scale is provided to evaluate student's perception of the need for this type of training (1 = Disagree, 2 = Indifferent, 3 = Agree, 4 = Strongly Agree).

A by-rank Mean compilation of the above (Table IV) survey responses are displayed in Figure 4.1.

FIGURE 4.1

WEIGHTED AVERAGES OF SURVEY RESPONSES 6-10 SEP 1984

PART I: WEIGHTED AVERAGES, BY RANK, TO SURVEY QUESTION 1:
MOST OF THE INFORMATION PRESENTED IN THE CLASS WAS:

Completely new	4					
Somewhat new	3		(2.8)			
		(2)	(2.4)	X	(2.1)	
	2	X	X	X	X	
		X	X	X	X	(1.3)
		X	X	X	X	(1)
Already known	1	X	X	X	X	X
		PVT2	PFC	SP/4	SGT	SSG SFC

PART II: WEIGHTED AVERAGES, BY RANK, TO SURVEY QUESTION 2:
I FEEL I CAN APPLY WHAT WAS TAUGHT:

A lot	4	(3.8)		(3.8)	(3.9)	(4)	(4)
		X	(3.5)	X	X	X	X
		X	X	X	X	X	X
Some	3	X	X	X	X	X	X
		X	X	X	X	X	X
		X	X	X	X	X	X
Very little	2	X	X	X	X	X	X
		X	X	X	X	X	X
		X	X	X	X	X	X
None at all	1	X	X	X	X	X	X
		PVT2	PFC	SP/4	SGT	SSG	SFC

PART III: WEIGHTED AVERAGES, BY RANK, TO SURVEY QUESTION 3.
THIS TYPE OF TRAINING IS NEEDED BY ALL MPS:

				(4)		(4)	
Strongly agree	4	(3.7)		(3.9)	X	(3.7)	X
		X	(3.4)	X	X	X	X
		X	X	X	X	X	X
Agree	3	X	X	X	X	X	X
		X	X	X	X	X	X
		X	X	X	X	X	X
Indifferent	2	X	X	X	X	X	X
		X	X	X	X	X	X
		X	X	X	X	X	X
Disagree	1	X	X	X	X	X	X
		PVT2	PFC	SP/4	SGT	SSG	SFC

COMPARISON WITH PILOT AUDIENCE (SURVEY RESPONSE)

As done with comparing the audience description, only the four ranks that had significant representation (PVT2, PFC, SP/4, and SGT) were analyzed. The following comparison findings were noted:

Survey Question 1: (Student perception of instructional material) There was a significant difference between the pilot and validation audiences in answering this question. Overall, 82% of the pilot audience felt that the program was somewhat known to them, versus 93% of the validation audience, to include two SP/4s, who felt it was completely new (NOTE: There were none in the pilot audience who felt it was completely new.). An interesting difference in

comparing the separate rank responses was that 50% of the pilot PFCs versus 8% of the validation audience PFCs, felt that the program was already known to them (NOTE: A discussion on this incongruity is provided in Chapter 5.).

Survey Question 2: (Application of the program) Both audiences responded very similar to each other, with 95% of the pilot and 96% of the validation audiences, stating that they could apply what was taught (Some - A lot).

Survey Question 3: (Perceived need of the program) Again, both audiences responded very similar to each other, with 96% of the pilot and 98% of the validation audiences stating that the training program was needed by all MPs (Agree - Strongly Agree).

Survey Comments: Comments solicited in the survey were very similar to those received from the pilot audience, and selected statements are included in Appendix 5, Student Comments (6-10 Sept 1984).

ANALYSIS OF VALIDATION AUDIENCE RESPONSES

An effort was made to conduct an indepth analysis of the survey responses from the validation audience. The author evaluated all ranks to determine if there was anything significant that could be acquired from the responses. The author contacted the CGSC Resource

Management Section and attempted to identify a computer program that could analyze the data. However, he was informed that due to the limited sample size (unequal rank distribution), the use of a computer program would be impractical. He therefore decided to analyze the data manually, in an attempt to discover any significant findings. The following is a synopsis of the author's efforts in attempting to analyze the survey results:

In reviewing the entire range of responses, the key question that surfaced was: "Was there a significant difference in responses due to the rank of the individual?" (NOTE: In the military, the enlisted rank structure normally corresponds directly to the age of the individual.). Figure 4.1, Part I, "Weighted averages to Question 1," appears to portray an interesting correlation. As the rank of the individual increased from PVT2 to SP/4, his perception of receiving new instructional material also increased from 2 to 2.8, and as the rank increased from SP/4 to SFC, his perception decreased from 2.8 to 1. However, the correlation is a negative .205, which is a low negative correlation that does not have statistical significance. Figure 4.1, Parts II and III, "Weighted Averages to questions 2 and 3," both reflect very similar responses regardless of rank. All ranks overwhelmingly agreed that they could apply what was taught (some - a lot), and felt that this type of training is needed by all

MPs (agree - strongly agree).

In an attempt to further identify a relationship between the various ranks, the author divided the Validation audience into two groups, consisting of managers and subordinates. This was based on the premise that enlisted personnel in a leadership or managerial capacity have more experience, and therefore share different views than those who are not in that capacity or position. Subordinates are classified as all ranks beneath the grade of Sergeant (PVT2 - SP/4), and managers in turn, are those who are above that grade/rank (SGT - SFC).

In analyzing Question 1, "Most of the information presented in the class was," it was found that 5% of the subordinates versus 31% of the managers felt that information presented was already known to them. Also, 95% of the subordinates versus 69% of the managers felt that the information presented was somewhat known to them.

In Question 2, "I feel I can apply what was taught," although 95% of the subordinates and 100% of the managers agreed that they could apply what was taught (some - a lot), 78% of the subordinates versus 92% of the managers felt that they could apply "A Lot" of what was presented.

In Question 3, "This type of training is needed by all MPs," although 97% of the subordinates and 100% of the

managers all agreed that this type of training is needed by all MPs (agree - strongly agree), 73% of the subordinates versus 92% of the managers stated they "Strongly Agree" with this proposition.

Therefore, in view of the above, there definitely appeared to be a difference in responses among the various ranks, especially between the managers and subordinates. A subjective discussion on possible reasons for the deviation is provided in Chapter 5.

Overall, the validation phase of this thesis significantly reenforced the author's concern that his POI was viable and needed in the field. Also, the correspondence he received from the Fort Leavenworth MP Company Commander and Provost Marshal (Appendix 7) states that the class was well received by the Fort Leavenworth MPs, and should be considered for use by the United States Army Military Police School, which later may be the proponent agency for field implementation.

CHAPTER 5

DISCUSSION-CONCLUSION-SUMMARY

DISCUSSION

Explanation of Survey Responses

An explanation should be given for the diversity of student responses concerning Survey question 1. There were significant differences noted between the pilot and validation responses to this question. In the author's opinion, the key reason for this variation, is that a more detailed explanation on the survey was provided to the validation audience. This was needed to emphasize it's importance and necessity. In addition, the author encouraged the audience to be honest, reminding them of the anonymity of the survey. As a result of this modification to his introduction, the author found less students in the validation audience admitting that the material was already known (1) or somewhat known (2). In fact, the number of students that stated that the instruction was somewhat known (3) to completely known (4) increased from 24% (pilot) to 46% (validation).

Besides the variation between the pilot and validation audiences, the author was still concerned over the high percentage of students who indicated that the training was

not new to them (already known (1) -- somewhat known (2)). A possible explanation for this phenomenon is that there may be a natural tendency for students to rationalize that the subject matter was already known (1) or somewhat known (2), since all MPs have received some instruction in domestic violence at the MP School. In addition, in comparing the managers (SG1 - SFC) and subordinates (PVT2 - SP/4), where it was found that 5% of the subordinates versus 31% of the managers felt that information presented was already known; the author found, in conversing with the audience, that several NCOs (managers) perceived that they had learned a lot of what was covered through experience.

The author personally felt that this was an ambiguous question to ask. Although the survey was anonymous, the question tended to challenge one's intelligence; for the subject matter dealt with an area (domestic disturbance), that is basically familiar to all police officers. Therefore, it wasn't surprising to see the majority of the responses falling in the category of "Somewhat Known," which tends to be a neutral response. Also, the author's suspicion about its ambiguity was further reinforced by subsequent responses to questions 2 and 3. Here, the majority of the audience stated that they agreed that they could apply what was taught, and also that this type of training is needed by all MPs. This positive reaction to

the class, significantly offset the negative implication of the first question.

Although the majority of the validation audience reacted very favorably to questions 2 and 3, the exceedingly high ratings (apply a lot and strongly agree), by the managers were significant. In the author's opinion, this was directly attributed to their experience in working with younger and more inexperienced MPs. It is interesting to note that several NCOs portrayed this perception to the author, by making constant reference to the problem with MPs graduating from USAMPS AIT, and being ill-prepared in dealing with domestic violence situations.

POI Submission to DA

Upon completing and validating the initial POI (Lessons 1-3), and thereby satisfying the author's second purpose to this thesis, he was now ready to prepare his POI for submission to DA. To accomplish this task, he first established liaison with the US Army Military Police Operation Agency in Washington DC, which would be the recipient of the proposed POI. In coordinating with that agency, the author was able to format his POI in the following manner:

1. An Executive Summary was prepared to describe the problem, purpose, format, and description of the POI.

2. Lesson plans were formatted in accordance with accepted procedures. This included normal administration requirements (Lesson Plan Cover Sheet and Lesson Plan), along with additional instructor aids (Instructor Notes and Manuscript).

3. Student Handouts were prepared (Student Handout for Lessons 1-3) and placed behind each appropriate lesson.

4. Media Support Aids (VGTs) were prepared and placed behind each appropriate lesson.

5. Preparation of supporting instruction to Core Lessons (Lessons 1-3):

a. Capsule Training: Although the author had initially planned to incorporate Capsule training lessons in his POI, this additional supporting instruction was ruled out. Capsule training consists of short 10-15 minute blocks of instruction that can be covered during guardmount or pre-shift briefings. It primarily involves reviewing existing procedures, since it is very difficult to cover new material under such limited time constraints. Since the logical instruction for this type of training would be to review lessons 1-3, after it had already been administered, the author felt that it would be counterproductive to rewrite the lessons into a Capsule

training format. Therefore, in lieu of incorporating this type of training into his POI, the author advises the PMs and unit commanders, in the Executive Summary, that upon completing lessons 1-3, they (lessons) can further be utilized for subsequent Capsule training.

b. Legal Aspects of Spouse Abuse (Lesson 4): In preparing the Core lessons, the author found that, to keep within his 2-3 hour time limit, he could only briefly discuss the legal aspects of spouse abuse. Since this is an important subject, but not essential to the safety of the MPs or third parties, a decision was made to develop an additional supporting lesson on this topic. As a supporting lesson, it was designed to be given when additional training time is made available. Here, the author conducted a separate research project, and prepared a Resource paper on this topic. The purpose was to provide an easily comprehensible document on the legal system and its impact on spouse abuse. He then prepared a one hour block of instruction, utilizing the Resource paper as an aid to the instructor. In describing this lesson in the Executive Summary, the author advises PMs and MP unit commanders, that Staff Judge Advocate personnel may be utilized to conduct a more detailed class on the legal aspects of spouse abuse.

c. Role Playing Exercises (Lesson 5): After

completing lessons 1-4, the author felt the POI needed some additional material to reenforce his teaching points. In his opinion, the best method of accomplishing this was to institute some viable Role Playing Exercises. In coordination with Ms Nancy Loving (Police Executive Research Forum), who had already conducted extensive role playing classes with the Quantico Marine MPs, he decided to incorporate her role playing exercises into the POI. Three exercises were taken (with permission) from her publication Spouse Abuse: A Curriculum Guide for Police Trainers (1981), and a fourth exercise that is unique to the military (foreign born spouse), was provided separately by Ms Loving. Certain portions of the role playing exercises pertaining to subject/victim job and residence descriptions, were purposefully changed (with permission) to add realism (military) to the exercises.

The completed POI was then forwarded to DA. It's acceptance and projected impact in the field is promising, as depicted by subsequent return correspondence (Appendix B). which states that it will be utilized for the upcoming Army-wide domestic violence campaign (1985). In addition, the author feels very confident that his program will be accepted (with certain modifications) and implemented, for there is no indication that anyone else in the Army has conducted a similar type project on this critical area. Also, the receptiveness of PMs for this type of training is

certainly noteworthy. Not only were the PMs at Schofield Barracks and Fort Leavenworth extremely interested in the program, but recently (11 Sept 1984) the author also received a request from the PM of Fort Hood, Texas, for a copy of the POI. Per telephone contact with the PM, LTC Hallahan, he indicated that domestic violence was a major concern for him, and he urgently needed an exportable training package to train his MPs. After describing the contents of the POI, LTC Hallahan responded very favorably to the author's approach, and requested a copy as soon as possible.

Potential for Use by Civilian Police Agencies

There is a definite potential for the POI to be utilized by civilian law enforcement agencies. In fact, with minor modifications (i.e. elimination of military terminology and Legal Aspects lesson.), the author feels that it can easily be converted for their use. To help support this supposition, the author had an opportunity to discuss the program with a civilian police agency. At the request of L.D. Tennis, Chief of Police, Joplin, Missouri, the author visited the Joplin Police Department on 21 September 1984, and met with the Chief and his Training Officer. The reason for the requested visit was that domestic violence was becoming a significant problem in Joplin, and the Chief was concerned about his officers'

capabilities in handling these situations. In fact, case incidents were discussed, where police officers were assaulted and almost lost their lives, due to improper handling of a DD. The author's research and POI were discussed in detail, to include provisions needed to convert the program to civilian use. Both the Chief and his Training Officer were extremely interested in the program, and at their request, a copy of the POI was provided for updating their station training program, and also for submission to their Police Academy (see letter at Appendix 9).

The author recognizes that this was just one sampling of the multitude of civilian law enforcement agencies, and in no way validates his view that the POI is adaptable to civilian police agencies. However, this is certainly an extremely interesting and important area that could be considered for further research.

Significant Information Discovered During Research

There were two significant findings that were discovered during the course of conducting this study: An absence of policy or guidance in handling domestic violence situations, and a lack of effective local procedures for monitoring domestic violence cases.

The first finding, an absence of policy or guidance in

handling domestic violence (spouse abuse), involves primarily a local level problem. Guidance has already been provided from DA (AR 608-1, Chapter 7, Army Family Advocacy Program), which stipulates the establishment of child and spouse maltreatment SOPs by PMs. However, in reviewing the PM SOPs from Schofield Barracks, as well as its next higher command (WESTCOM PM SOP), and Fort Leavenworth, the author found that they were either extremely vague or nonexistent. Also, neither of the installation PMs had published Policy letters, which are utilized to emphasize or provide additional guidance to PM policies and procedures, to offset the absence of published SOPs. It should be noted that this finding is not made to criticize the above mentioned installation PMs. Instead, it provides a fairly reliable sample of the lack of local guidance available to MPs. This lack of local guidance, is what causes confusion and frustration among MPs, in responding to domestic violence situations. In an attempt to assist the PMs, the author has cited in the Executive Summary to the POI, that lessons 1-3 can easily be converted into the domestic violence portion (Spouse Abuse) portion of the PM SOP. In fact, both the Schofield Barracks and Fort Leavenworth PMOs are already utilizing the POI for that purpose.

The second finding, a lack of effective local

procedures for monitoring domestic violence cases, was a problem that surfaced after reviewing the operational procedures of both PMOs (Schofield Barracks and Fort Leavenworth). From his background research, the author found that a prevailing characteristic of numerous incidents, in which police officers, victims, and batterers have been seriously injured or killed, was that there were previous incidents of domestic violence, often involving frequent police intervention. This indicator of increased violence is further reenforced with Ms Lenore Walker's "Cycle of Violence," which stresses that spouse abuse is cyclic, and has a tendency to escalate in frequency and severity. The author has fully accepted this theory, for it provides a logical explanation for the police dilemma of continuously being called back to the same residence, often resulting in serious injury or death to police or third parties. Based on the above, the author realized that a key factor in averting or decreasing violence in potential spouse abuse situations, is to insure that both police and social service agencies are fully aware of repeat offenders. This can be accomplished by recording or monitoring all reports (formal and informal) of domestic disturbances. The Army through the Family Advocacy Program (AR 609-1), has stipulated that all concerned agencies (i.e. MPs, Medical) will report spouse abuse incidents to the FACMT, which is responsible for monitoring and

processing all cases. However, there is no directive in the regulation that requires MPs to be provided with a current listing of offenders. Although there is an MP representative in the FACM1, the team's actions tend to be strictly confidential. In addition, there is a significant problem when it comes to recording and monitoring informal cases. Informal cases are those in which the MP, in handling a DD, decides that the situation has been rectified and no formal report is necessary. An informal report is normally filed in his patrol report as well as the MP Desk Journal. What the author has found in these cases, is that no one is responsible for extracting and monitoring informal cases, to determine if the MPs are unknowingly, and possibly repeatedly avoiding action to repeat offenders.

Therefore, the concern here is that both formal and informal cases must be recorded and monitored, to insure that everyone concerned is aware of, and capable of interacting, to avoid escalated violence. In particular, the MPs (for their safety) need to know prior to responding to the scene of a potential spouse abuse situation, if the occupants have had a past history (formal or informal) of domestic violence.

Figure 5.1 portrays the author's perception of the problem with existing procedures, and Figure 5.2 depicts

his his recommended procedure for improving the current system.

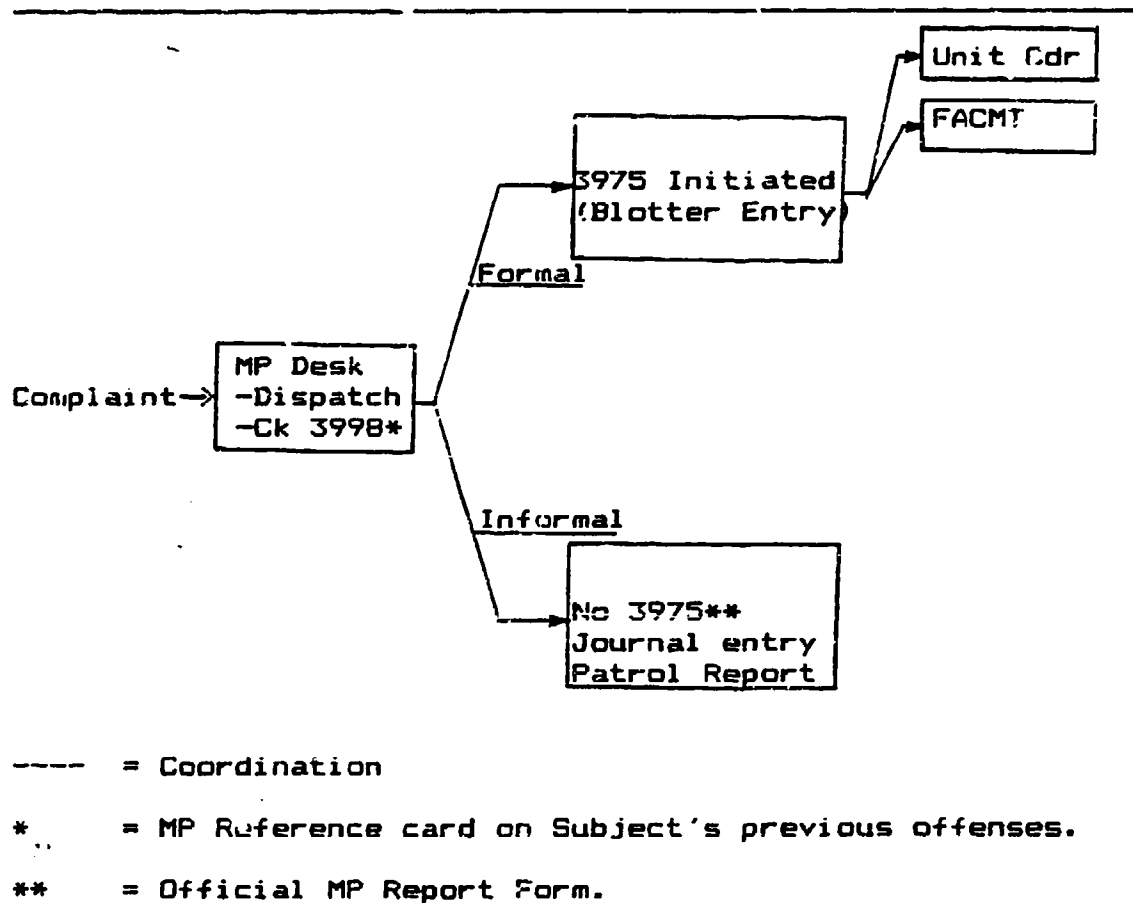


Figure 5.1 Existing Problem in Monitoring DD's.

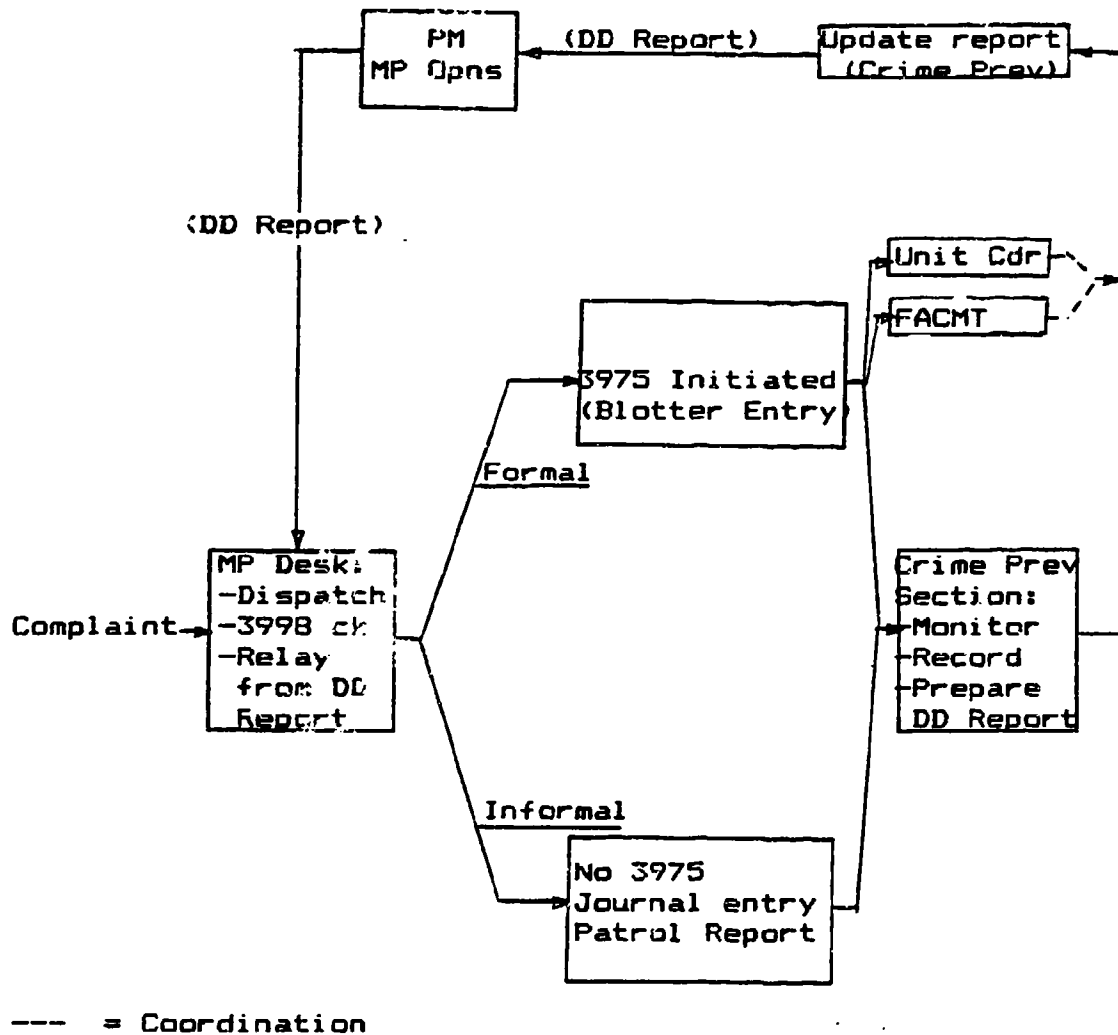


Figure 5.2 Recommendation for Monitoring DD's.

It is obvious that Figure 5.1 portrays an open loop system. The information flow stops abruptly, and does not allow feedback to the FACMT (informal), nor back to the MP Desk (formal and informal).

Figure 5.2 places the Crime Prevention Section as the PM staff agency primarily responsible for recording, monitoring and coordinating the information flow. Information from both the formal and informal processes are consolidated by the Crime Prevention Section, which further updates and validates the list with the FACMT, and publishes a report that is routed through the PM and MP Operations, then sent to the MP Desk. As a result, the MP Desk is better prepared to pass critical information immediately to the responding MP patrols.

It should be noted that the above mentioned problem may not exist on every installation. For example, the author contacted the Fort Bragg (North Carolina) PMO, and found that DDs are monitored by means of a logbook maintained by the MP Desk. Although this is not a full proof system of monitoring DDs, it is at least an effort in the right direction. However, the author's concern is that the PMO's that he selected to study both were not recording and monitoring DDs. Therefore, the possibility of this problem occurring elsewhere in the Army is relatively high. But even if it wasn't high, to disregard this potential

problem would, in the author's opinion, be too large a risk to accept.

It is for this reason that the author has included Lenore Walker's "Cycle of Violence" into his POI. If MPs can understand and accept the theory, they will be more apt to recognize the need to report and monitor DDs. In addition, the author intends to present this problem separately to DA, and recommend a standardized procedure (Figure 5.2) for monitoring DDs.

CONCLUSION

In concluding this thesis, an assessment can be made as to its overall importance and potential impact upon the field. The author firmly believes the POI that was developed is urgently needed by the MP Corps, for it presents new accepted police procedures, critical to insuring the safety of MPs and third parties. The MP Corps has failed to keep abreast with its civilian counterparts in handling domestic violence. As depicted in Chapter 2, the MP School's curriculum and publications on domestic violence dates back to the mid-1970's era, when the problem of spouse abuse was just surfacing. From this, one can seriously question the preparedness of MPs in properly responding and handling potential spouse abuse situations. The critical issue here is that by failing to update its domestic violence doctrine, the MP Corps has needlessly

subjected it's MPs, as well as third parties to potentially dangerous situations.

The immediate problem, recognized by the author, was the vast number of MPs already in the the field, who are continuously required to respond to potential spouse abuse situations. It was this concern for the safety of MPs and third parties that prompted the development of a POI on spouse abuse. The POI was designed to rectify this problem by providing an easily exportable training package, capable of being immediately implemented in the field. It was then forwarded to DA (Military Police Operation Agency) so that, if approved, it could be directed for Army-wide implementation. If implemented, the training should significantly improve MP capabilities in detecting spouse abuse symptoms, along with safely responding and intervening in potential spouse abuse situations.

Suggestions for Further Research

As a result of conducting this study, several areas surfaced that could be pursued for further research. The following recommendations are provided:

1. Reference this chapter's section on "Potential for use by Civilian Police Agencies," (DISCUSSION), as mentioned, there is a definite potential for the author's POI to be utilized by civilian law enforcement agencies. Further

research in improving civilian law enforcement training programs could include incorporating portions of the POI.

2. Conduct a survey of MP background and perception of spouse abuse. An interesting area to research would be to determine if the social background of the MP has a direct relationship to his perception of spouse abuse. This could be accomplished by means of a selective Army-wide survey, covering such questions as "Did your father hit (slap, punch) your mother? How frequently? Were you an abused child?

3. A logical research topic, if the POI is approved and implemented, is to survey it's impact in the field. Several areas could be analyzed to determine it's impact__survey of MP confidence in responding to DDs, determine if there is any significant rise in MP reporting of spouse abuse offenses, analyze any improvement in public relations (i.e. public perception of MP capabilities in handling DDs, coordination improvement with other public service agencies, increase in counseling program referrals.).

4. Reference the recommendation for monitoring the disposition of formal and informal DDs (Significant Information Discovered During Research), if approved and implemented, research could be conducted in this area. The

study could focus on the effectiveness of monitoring DDs, both from a managerial as well as enforcer's standpoint. Success of this proposed procedure could also significantly contribute towards the civilian law enforcement effort as well.

5. An innovative method of presenting the POI would be to convert it to a video tape. This would significantly standardize the quality, of instruction. Research on the effectiveness and feasibility of incorporating this presentation methodology, is definitely an area that should be considered for further research.

SUMMARY

The hypothesis of this thesis was that the MP School provided insufficient training in handling DDs (specifically spouse abuse) to MPs. Furthermore, adequate training in handling DDs was not available to MPs through other courses of instruction. If this hypothesis was accepted, the second purpose was to develop a spouse abuse POI for MPs at their duty stations, that could be immediately implemented without disrupting unit training schedules. Upon developing and testing the POI, the objective was to prepare the completed POI for submission to DA.

The hypothesis was accepted after conducting an

indepth study of the problem of spouse abuse and procedures for it's intervention, to include a thorough literature review on theoretical and instructional material (civilian and military), coupled with professional consultation on the problem. In developing a unit level spouse abuse POI, the author followed the basic guidelines of the Army's ISD model, to formulate a core curriculum (Lessons 1-3), and conduct preliminary testing of the POI to a pilot audience. validation of the program was then accomplished by administering the POI to a different audience (unit) in a separate geographical area. The POI was then modified by incorporating an Executive Summary and additional supporting instructional material, and forwarded to DA.

The results obtained by conducting this thesis fully supports it's purpose and value to the Army. It was clearly found that MPs are inadequately trained by the MP School in handling DD situations (specifically spouse abuse). The POI that was developed to remedy this problem, was found extremely effective, as evidenced by the survey results and correspondence received from the installation PM. Furthermore, it's potential for Army-wide implementation is encouraging, as evidenced by DA letter, attached Appendix 8.

In closing, it is the author's firm conviction that the POI, developed during the course of this thesis, is

extremely effective and critically needed by MPs in the field. It's presentation of updated information, in properly responding and intervening in potential spouse abuse situations, can significantly contribute to the prevention of serious injury or death to MPs as well as third parties. Even if it can only assist in preventing a small number from serious injury or death, it is still considered an essential training program for all MPs.

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APPENDIX 1 (ISD MODEL)

THE ISD MODEL

THE FIVE PHASES ARE:

PHASE I ANALYZE

Inputs, processes, and outputs in Phase I are all based on job information. An inventory of job tasks is compiled and divided into two groups: tasks not selected for instruction and tasks selected for instruction. Performance standards for tasks selected for instruction are determined by interview or observation at job sites and verified by subject matter experts. The analysis of existing course documentation is done to determine if all or portions of the analysis phase and other phases have already been done by someone else following the ISD guidelines. As a final analysis phase step, the list of tasks selected for instruction is analyzed for the most suitable instructional setting for each task.

PHASE II DESIGN

Beginning with Phase II, the ISD model is concerned with designing instruction using the job analysis information from Phase I. The first step is the conversion of each task selected for training into a terminal learning objective. Each terminal learning objective is then analyzed to determine learning objectives and learning steps necessary for mastery of the terminal learning objective. Tests are designed to match the learning objectives. A sample of students is tested to insure that their entry behaviors match the level of learning analysis. Finally, a sequence of instruction is designed for the learning objectives.

PHASE III DEVELOP

The instructional development phase begins with the classification of learning objectives by learning category so as to identify learning guidelines necessary for optimum learning to take place. Determining how instruction is to be packaged and presented to the student is accomplished through a media selection process which takes into account such factors as learning category and guideline, media characteristics, training setting criteria, and costs. Instructional management plans are developed to allocate and manage all resources for conducting instruction. Instructional materials are selected or developed and tried out. When materials have been validated on the basis of empirical data obtained from groups of typical students, the course is ready for implementation.

PHASE IV IMPLEMENT

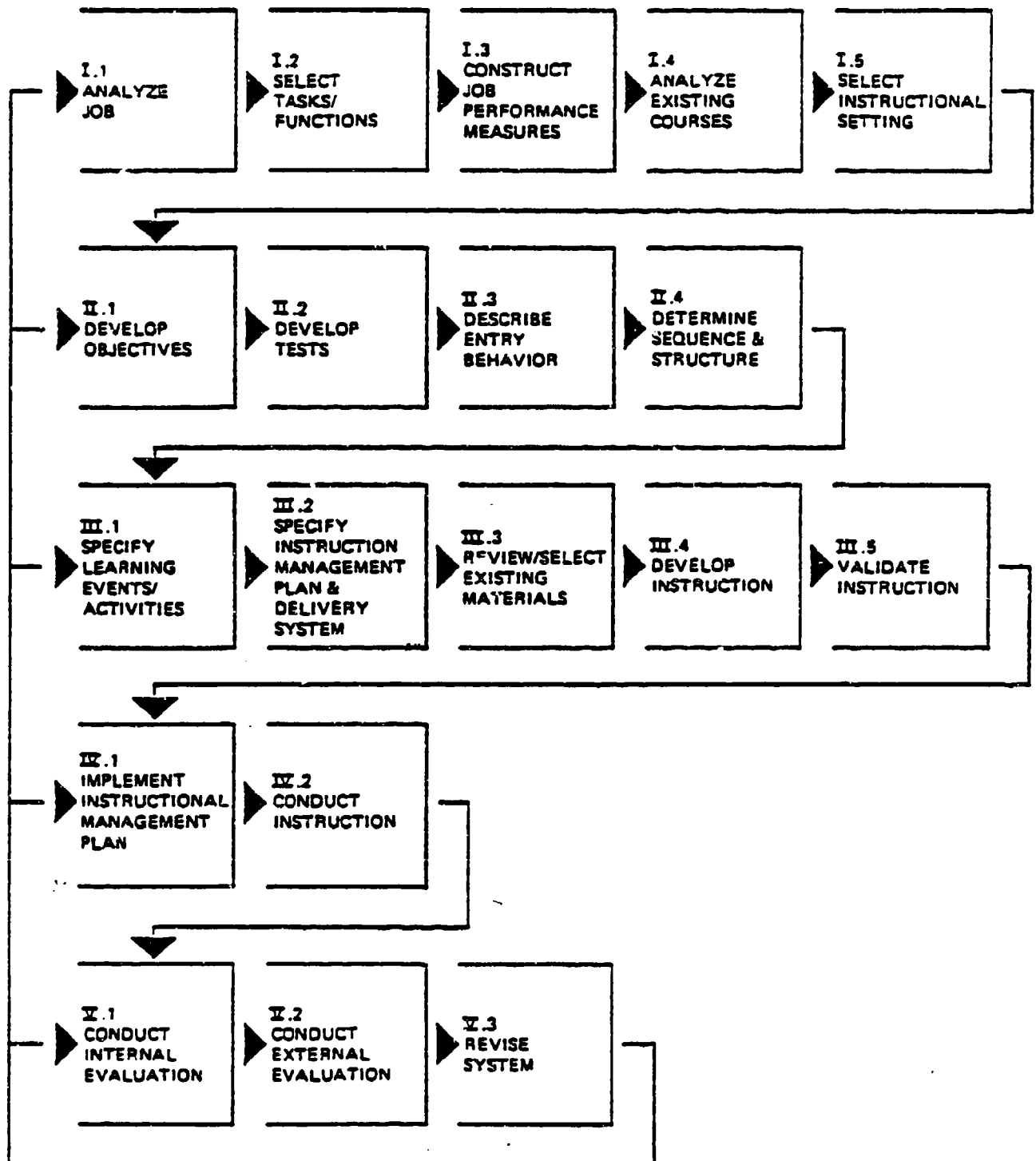
Staff training is required for the implementation of the instructional management plan and the instruction. Some key personnel must be trained to be managers in the specified management plan. The instructional staff must be trained to conduct the instruction and collect evaluative data on all of the instructional components. At the completion of each instructional cycle, management staff should be able to use the collected information to improve the instructional system.

PHASE V CONTROL

Evaluation and revision of instruction are carried out by personnel who preferably are neither the instructional designers nor the managers of the course under study. The first activity (internal evaluation) is the analysis of learner performance in the course to determine instances of deficient or irrelevant instruction. The evaluation team then suggests solutions for the problems. In the external evaluation, personnel assess job task performance on the job to determine the actual performance of course graduates and other job incumbents. All collected data, internal and external, can be used as quality control on instruction and as input to any phase of the system for revision.

From TRADOC Pamphlet 350-30, *Interservice Procedures for Instructional Systems Development--Phase I: Analyze*, 1 August 1975 (three-page foldout).

THE BLOCKS IN EACH PHASE ARE:



THE OUTCOMES OF THE BLOCKS ARE:

- I
 - .1... a list of tasks performed in a particular job.
 - .2... a list of tasks selected for training.
 - .3... a job performance measure for each task selected for instruction.
 - .4... an analysis of the job analysis, task selection, and performance measure construction for any existing instruction to determine if these courses are usable in whole or in part.
 - .5... selection of the instructional setting for task selected for instruction.

- II
 - .1... a learning objective for and a learning analysis of each task selected for instruction.
 - .2... test items to measure each learning objective.
 - .3... a test of entry behaviors to see if the original assumptions were correct.
 - .4... the sequencing of all dependent tasks.

- III
 - .1... the classification of learning objectives by learning category and the identification of appropriate learning guidelines.
 - .2... the media selections for instructional development and the instructional management plan for conducting the instruction.
 - .3... the analysis of packages of any existing instruction that meets the given learning objectives.
 - .4... the development of instruction for all learning objectives where existing materials are not available.
 - .5... field tested and revised instructional materials.

- IV
 - .1... documents containing information on time, space, student and instructional resources, and staff trained to conduct the instruction.
 - .2... a completed cycle of instruction with information needed to improve it for the succeeding cycle.

- V
 - .1... data on instructional effectiveness.
 - .2... data on job performance in the field.
 - .3... instructional system revised on basis of empirical data.

APPENDIX 2 (CGSC VERSION OF ISD MODEL)

AUTHORS HANDBOOK

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Conduct subject matter research.	I.11	1-3
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Review doctrine.		1-3
Review subcourse data for revision		1-4
Determine knowledges and/or performances to be taught	I.12	1-4
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Review doctrine.		1-6
Review revision data		1-6
Describe target population		1-6
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	Step	Page
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Draft lesson plan.		3-38
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Prepare maps and overlays.		3-50
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Draft solution-discussion booklet.		3-84

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APPENDIX 3 (SURVEY INSTRUMENT)

CLASS CRITIQUE

RANK_____

AGE_____

YEARS IN SERVICE_____

1. Most of the information presented in the class was: (Circle One)

1
Already known
to me

2 3
Somewhat known
to me

4
Completely new
to me

2. I feel I can apply what was taught: (Circle One)

1
None at all

2
Very little

3
Some

4
A lot

3. This type of training is needed by all MPs: (Circle One)

1
Disagree

2
Indifferent

3
Agree

4
Strongly Agree

4. COMMENTS:

APPENDIX 4 (PROGRAM OF INSTRUCTION)

PROGRAM OF INSTRUCTION
FOR
MILITARY POLICE UNITS

SPOUSE ABUSE: THE PROBLEM AND A PROPOSAL
FOR MILITARY POLICE INTERVENTION

Ted W. Hashimoto
MAJ.MP

EXECUTIVE SUMMARY

Spouse abuse is one of the nation's most unreported crimes. It is also one of the most difficult crimes to monitor, for it is not categorized separately under the Uniform Crime Reporting System, but is buried under statistics encompassing assault and murder. But yet, nearly six million wives will be abused by their husbands in any one year, which roughly equates to a woman being physically abused every 18 seconds. In fact, 2000-4000 women are beaten to death annually.

Police officers are often confronted with spouse abuse cases when responding to Domestic Disturbance (DD) calls. Responding to DD complaints takes up a significant portion of any police officer's time. It is also an area of great frustration and anxiety for the police officer, and rightfully so, for during the period 1980-1982, 287 law enforcement officers were killed and 56,255 assaulted while responding to DD complaints. Since DD complaints are normally family oriented, the probability of encountering a husband and wife conflict is very high. It is in these situations that a police officer must understand the signs of spouse abuse. How many times have police officers reacted to a DD complaint and ignored or misunderstood the signs of spouse abuse? Consequently, how many police officers have been hurt or killed by the battered spouse, as a result of apprehending the batterer (husband)? In addition, how many spouses were later grievously hurt or killed due to the improper handling of the situation by the police officer? These are practically impossible questions to answer, for they deal with the case by case situation, which statistics do not provide. It is for this reason, that police officers must be trained to recognize and properly handle spouse abuse situations.

Spouse abuse in the military is not new, for like civilian life it has tended to be suppressed as a problem over the years. But the military problem tends to be unique, in that there seems to be a greater potential for increased stress among service members (i.e. Family separation, military rank and role expectations, geographic/social isolation.), which creates a fertile environment for domestic violence, specifically spouse abuse.

AR 608-1, Chapter 7 (Army Family Advocacy Program), stipulates that installation Provost Marshals will establish procedures dealing with child or spouse maltreatment, and insure MPs are aware of actions that would prevent further abuse. In addition, it requires that crisis intervention training be conducted for all law enforcement personnel, to cover the physical and emotional trauma associated with child or spouse abuse. Although many installations have incorporated commendable child abuse training programs, spouse abuse is still a gray area, needing additional emphasis.

In pursuing a Masters in Administration of Justice with Wichita State University, the author conducted an indepth study of the problem of spouse abuse, and the expected police role in handling potential spouse abuse situations. By comparing current accepted civilian police procedures with those identified by the Military Police School (USAMPS), it was found that several critical factors, essential to properly responding and handling potential spouse abuse situations, were missing from the USAMPS curriculum (EM and Officer). A lot of these factors applied to the safety and welfare of not only the victim and third parties (i.e. children), but also to the MP as well.

The attached Program of Instruction (POI) was subsequently developed to assist the MP Corps in updating it's current doctrine in handling domestic violence and spouse abuse. It is designed to be immediately implemented at unit level, without degrading/infringing on the overall unit training program. The program consists of five lessons depicted below:

LESSON 1 - Spouse Abuse: The Problem. (60 minutes)

LESSON 2 - Police Response. (60 minutes)

LESSON 3 - Establishing Control. (60 minutes)

LESSON 4 - Legal Aspects. (60 minutes)

LESSON 5 - Role Playing Exercises. (60 minutes)

The POI was designed to be administered in succeeding order. The first three lessons are considered the core curriculum, therefore they should be scheduled together as a three hour block of instruction. After the initial three hour class, these lessons (1-3) can further be utilized for subsequent Capsule (Guardmount) training, to reenforce/review essential teaching points. In addition,

these lessons are formatted to assist PM staffs in establishing/updating PM SOPs.

The remaining two lessons support the core curriculum, and may be scheduled at a later date, when training time is available. Lesson 4, Legal Aspects, provides a general overview of the civilian and military legal systems, and how they relate to enforcing spouse abuse offenses. After reviewing the lesson plan, the unit commander or PM may desire to have an SJA representative conduct the class, if a more detailed lesson is desired. Lesson 5, Role Playing Exercises, were taken (With permission) from The Police Executive Research Forum publication Spouse Abuse: A Curriculum Guide for Police Trainers, by Nancy Loving (1981). Job descriptions (Military) were added to establish more realism to the exercises. These exercises should significantly reenforce teaching points established in lessons 1-3.

Validation of the POI was accomplished by conducting six classes to 138 MPs from three MP units. Due to time constraints, only lessons 1-3 (Core) were validated. However, since lessons 4 and 5 are utilized to review/reenforce the initial core courses, it is the author's opinion, that failure to conduct these classes did not invalidate the proposed POI. A survey that was administered to evaluate the POI (Lessons 1-3), revealed that 95% of the MPs that responded, felt they could apply what was taught, and 97% that responded, felt the program was needed by all MPs.

Therefore, it is the author's opinion that this POI is urgently needed by our MPs in the field. With increased publicity, spouse abuse is becoming more and more prevalent in today's society. As professional law enforcement officers, we must keep abreast of current law enforcement practices, and be willing to change our procedures, to insure the victims of this crime, as well as our MPs are adequately protected.

NOTE: A copy of this POI is also being forwarded to USAMPS for consideration in updating it's current course curriculum in domestic violence.

MILITARY POLICE UNIT TRAINING PROGRAM

LESSON 1

LESSON PLAN COVER SHEET

SUBJECT AREA: Spouse Abuse and the Military Police

TASK TITLE: Discuss Spouse Abuse and it's Relationship to Domestic Disturbance.

TYPE: Lecture, group discussion.

ESTIMATED TIME: 60 minutes.

TOOLS, EQUIPMENT, AND MATERIALS: Classroom with overhead view projector.

PERSONNEL: Principle Instructor.

TRAINING AIDS: Viewgraphs 1 thru 5, and Student Handout #1 to Lesson 1.

INSTRUCTOR REFERENCES:

1. FM 19-10, 1976, (Chapter 7).
2. International Association of Chiefs of Police (IACP) Training Key #209 (1974), Crisis Intervention.
3. IACP Training Key #245 (1976), Wife Beating.
4. IACP Training Key #246 (1976), Investigation of Wife Beating.
5. Police Science Services Study Notes (1977), Domestic Disturbances.
6. Instructor's Manuscript (Attached).

STUDENT STUDY ASSIGNMENT: None.

PROPOSER SCHOOL: To be determined.

LESSON PLAN: Spouse Abuse and the Military Police

I. Terminal Learning Objective.

TASK: Discuss Spouse Abuse and it's Relationship to Domestic Disturbance.

CONDITION: Lecture and Group Discussion in classroom.

STANDARD: Student will be able to:

- 1) Recognize the need for police training in spouse abuse.
- 2) Recognize the dynamics of spouse abuse.
- 3) Recognize the legal aspects of spouse abuse.

II. Enabling Learning Objectives.

Enabling Learning Objective 1

TASK 1: Recognize the need for police training in spouse abuse.

CONDITION: Lecture in classroom.

STANDARD: The student will be able to recognize:

- 1) National impact of spouse abuse.
- 2) Military impact of spouse abuse
- 3) Police involvement in domestic violence.
- 4) The problem of spouse abuse.
- 5) Spouse abuse myths.

Enabling Learning Objective 2

TASK 2: Recognize the dynamics of spouse abuse.

CONDITION: Lecture in classroom.

STANDARD: The student will be able to recognize:

- 1) The types of spouse abuse.
- 2) The spouse abuse cycle.
- 3) Frequency of violence.
- 4) Characteristics of victims and batterers.
- 5) Why it occurs.

Enabling Learning Objective 3

TASK 3: Recognize the legal aspects of spouse abuse.

CONDITION: Lecture in classroom.

STANDARD: The student will be able to recognize:

- 1) Articles under UCMJ applicable to spouse abuse offenses.
- 2) The two spouse abuse offenses (Rape and indecent assault) not covered by UCMJ.

INSTRUCTOR NOTES

1. Lesson 1 is essentially an orientation on the problem of spouse abuse and it's impact on law enforcement. Since spouse abuse is such a controversial subject, which by it's very title questions one's own moral standards, you must present this lesson in a manner that is interesting, informative, and beneficial to the MP. It is for this reason that the introduction contains a large number of statistics, to properly emphasize the impact of the problem and gain the attention of the target audience.
2. To properly describe the problem of spouse abuse, you must encourage the student to understand the problem, by viewing it from a purely professional standpoint, ridding himself/herself of any preconceived feelings or beliefs.
3. Probably the most important aspect of this lesson is to understand Dr. Lenore Walker's Cycle Theory of Spouse Abuse. This theory is well accepted by many law enforcement agencies, and is frequently referred to by numerous noted authors of domestic violence. It provides a logical explanation for the repetition and escalation of violence, commonly seen in responding to domestic disturbance situations. If the student can accept this theory, he/she will be better able to react to potential spouse abuse situations. In addition, it's acceptance by MP supervisors, should create a better understanding of the dangers of spouse abuse, and subsequently initiate procedures for recording and monitoring all domestic disturbance incidents.
4. The section covering the legal (UCMJ) aspects of spouse abuse is very brief. The class should be informed that discussing the legal aspects of spouse abuse is lengthy, and therefore only "Punishable Spouse Abuse Offenses under UCMJ" are discussed in this class. A more detailed class on this topic will be provided when time is available (Lesson plan provided).
5. The instructor should thoroughly study and rehearse the instructor's manuscript, and allow sufficient time for student discussion. The manuscript format is primarily in the form of key points or "bullets," with minimal discussion provided. This was done to discourage the instructor from reading verbatim from the text, and thus losing contact with the audience.
6. Instructor references are identical for all three lessons. The International Association of Chiefs of Police (IACP) Training Keys and the Police Science Services Study

Notes were selected, primarily because they are the most easily attainable. They provide useful information, but the instructor must realize that the contents of the entire training program were comprised of an indepth study and analysis of numerous civilian and military POIs, not readily available to him/her. In fact, the most useful publications found were Responding to Spouse Abuse and Wife Beating - A guide for Police (Loiving, 1980) and Spouse Abuse: A Curriculum Guide for Police Trainers (Loving, 1981), published by the Police Executive Research Forum. Questions or disagreements with the contents of instruction should be formally addressed to the proponent agency of this POI.

INSTRUCTOR MANUSCRIPT

ELD 1: Recognizing the need for police training in spouse abuse.

1. NATIONAL IMPACT:

a. Nearly six million wives will be abused by their husbands in any one year. This roughly equates to a woman being physically abused every 18 seconds. Also, one half of all wives are abused at one time in their lives.

b. Some 2000-4000 women are beaten to death annually.

c. 1979 FBI report showed that 40% of women killed were murdered by their partner, and 10% of men were murdered by their partner.

d. Battery is the single major cause of injury to women, more significant than auto accidents, rapes, or muggings.

2. MILITARY IMPACT:

a. 55% of active duty personnel are married, 80% of officers corps are married.

b. 2,000,000 active duty personnel in the Armed Forces, with more than 1,100,000 spouses and 1,600,000 children.

c. Rate of violence for couples 30 years of age and younger is twice that of ages 31-50 (national). In the military, 55% of active duty personnel and their spouses are 30 or younger, as compared to 25.1% of males in the civilian population.

d. 1977 report from the AG Center: 37% of men, E1-E4, which are overwhelmingly composed of soldiers 30 years of age and younger are married.

e. There are several factors affecting stress in the military, which makes it conducive to spouse abuse. Examples are financial pressures, family separation, isolation from peers and family support system, military rank and role expectations, and alcohol and drug abuse.

3. POLICE INVOLVEMENT IN DOMESTIC PROBLEMS:

a. The nation's police spend one third of their time responding to domestic violence calls.

b. 1980-1982: 287 civilian police officers were killed in the United States. Of that figure, 38 or 13% died handling domestic violence type calls.

c. 1980-1982: 170,738 police officers were assaulted in the United States. Of that figure, 56,255 or 32% were assaulted handling domestic violence calls.

4. SPOUSE ABUSE -- THE PROBLEM:

a. Spouse abuse, more commonly referred to as wife beating, although it actually ranges from physical to psychological abuse, is probably as old as the institution of marriage, and historically been accepted to varying degrees in most cultures. Until recently, physical abuse of a wife was tolerated or at least ignored in this country. It did not really present itself as a major problem or crime until the 1960s, when the Women's Movement surfaced this hidden "family problem." An outgrowth of this movement has seen several states defining spouse as a criminal act (As of 1984, 22 states have enacted laws against spouse abuse).

b. The military has not been in the dark and has taken great strides to cope with this problem. The Department of Defense published a directive for all services to establish Family Advocacy Programs (DOD Directive 6400.1). The Department of the Army has in turn published in AR 608-1 (Chapter 7), the concept of the Army Family Advocacy Program (AFAP), to prevent child or spouse abuse maltreatment and it's attendant problems. This regulation outlines specific responsibilities for all post agencies. Provost Marshal responsibilities include establishing SOPs in dealing with child/spouse abuse cases, investigating all reported/suspected cases, and conducting crisis intervention training for all law enforcement personnel.

5. WHY SPOUSE ABUSE TRAINING?

Almost all law enforcement personnel are sensitive to child abuse cases. They will remember the training they've received, and probably will not even hesitate in taking action when they encounter a battered child. But spouse abuse is by it's very nature, something that may threaten or insult the manner in which we have been brought up. Many of us have seen spouse abuse in our own families, and ruled it as the standard norm in our culture. As professional law enforcement officers, we must recognize spouse abuse as a crime. Law enforcement agencies throughout the nation are revamping their procedures in handling domestic violence situations.

(PUT ON VGT #1)

6. SPOUSE ABUSE MYTHS:

- a. Spouse abuse is a rare occurrence.
- b. Alcohol abuse is the main cause of spouse abuse.
- c. Spouse abuse generally occurs among poor families and those from minority groups.
- d. Battered women are generally slovenly, overweight, and unkempt.
- e. Battered women are generally masochists: Many find the use of violence a sexual turn-on.
- f. Men who use violence against women are generally driven to do so by the women's obnoxious or nagging behavior.
- g. If battered women won't do anything to change their marriages, then things couldn't be all that bad.
- h. In certain circumstances, a man is justified in using violence against his wife/girlfriend.
- i. A man has the right to be the boss in his family and use violence against his wife/girlfriend.
- j. Violence within the home is a private, family matter and no one else's business.
- k. Police can do little to prevent spouse abuse.
- l. Spouse abuse cases should be handled by social workers or civil courts.
- m. A common statement by police: "What did she do to deserve the beating."

(TURN OFF VGT #1)

ELO 2: Recognize the dynamics of spouse abuse.

7. TYPES OF SPOUSE ABUSE:

- a. Physical violence: Throwing things at spouse, pushing, shoving or grabbing, slapping, kicking, biting, hitting with fist, threatening with knife or gun, and using knife or gun.

b. Sexual violence: Abuse of genital area or forced relations.

c. Destruction of property or harming family pets: Vicarious assaults on victim; victim's valued possessions usually destroyed.

d. Psychological violence: Follows at least one violent episode; victim forced to perform degrading or humiliating acts; victim's sleeping patterns, eating habits or social relations controlled.

(TURN ON VGT #2)

8. SPOUSE ABUSE CYCLE: (Dr. Lenore Walker, The Battered Woman)

NOTE: This cycle has a tendency to escalate in frequency and severity, which explains the police problem of continuously being called back to the same residence, and often resulting in serious injury or murder.

a. PHASE I TENSION BUILDING

1) Women can sense the man becoming edgy and more prone to react negatively to frustrations.

2) Little episodes of violence are quickly covered (minor battering).

3) Husband lashes out for some real or imagined wrong-doing, and quickly apologizes or becomes docile again.

4) At this stage, women tend to "experiment" methods to calm husband. If it fails, she assumes the guilt. In order to maintain this role, the woman will not permit herself to get angry at the batterer.

5) Woman often justifies for husband's actions (i.e. trouble at work.).

6) Increased tension results in the woman's gradual loss of control on the situation (During initial stages of first phase, women do indeed have some limited control.).

7) Increasing tension of both parties makes it difficult for their coping mechanisms.

8) Each party becomes more frantic.

9) Husband/partner increases his possessive smothering and brutality.

10) Battering incidents become more frequent and last longer.

11) Point of inevitability occurs. Sometimes, the woman purposely provokes the incident to get it over with.

NOTE: In Phase I, the batterer still has control.

b. PHASE II ACUTE BATTERING

1) Normally triggered by an external event or internal state of man; rarely by the woman's behavior.

2) Shortest period of cycle.

3) Women report only the batterer can end this phase.

4) Out of control. Batterer ends up not understanding what happened.

5) Batterer loses control over his behavior.

6) Batterer starts out wanting to teach the woman a lesson, not intending to inflict injury, and stops when he feels she has learned her lesson. By this time she has generally been very severely beaten.

7) When triggered by woman's behavior, woman often senses period of inevitability. She prefers to get the second phase over with rather than continue in fear of it, so she provokes the batterer into an explosion. Battered woman often does not realize that she is provoking the incident.

8) This phase lasts 2-24 hours, although exceptions of the reign of terror have lasted a week or more.

c. PHASE III REMORSE AND APOLOGIES

1) Batterer's worst fear is that she will leave him.

2) Batterer believes he can control himself and never again hurt the woman he loves.

3) Batterer's sincerity is believable.

4) During Phase III, the battered spouse gets a glimpse of her original dream of how wonderful love is, which reenforces her purpose for staying. She identifies the good side of this dual personality with the man she loves. She hopes the bad side will disappear.

NOTE: Per converstaion with women's shelter officials, when a battered woman finally decides to seek help by going to a shelter, there is a great potential for the batterer to resort to suicide. The rationale is that her departure symbolizes the batterer's losing the one thing he thought he had control of. Police officers (MPS) should be aware of this, as more and more shelters are being established to help battered women.

(TURN OFF VGT #2)

9. HOW OFTEN DOES IT HAPPEN?

- a. Only one of ten battered women call police.
- b. Tends to be more visible in low income families, who are more likely to use public services (i.e. Emergency Rooms) and police.
- c. Straus' national survey: 50% or 60% of all marriages experience violence; four million men and women are targets each year of spousal violence; women are more likely to be injured and to have used violence in self defense.
- d. Justice Department study: 20% of incidents studied were among spouses or exspouses; 73% involved an attack and 59% of these involved injury.
- e. Kentucky survey: 21% of married women report having experienced at least one incident of spousal violence.

10. WHO IS INVOLVED?

- a. All races, creeds, and economic groups.
- b. Straus' study: Violence was found more frequently in young families with several young children; but also urban dwellers, blue collar workers, minority groups, families with unemployed husbands, individuals with no religious affiliation, families with low incomes, people under 30, and families with four to six children.
- c. Women were the most frequent victims; also children

were usually affected.

(PUT ON VGT #3)

d. CHARACTERISTICS OF VICTIMS: (Lenore Walker, The Battered Woman)

- 1) Low self-esteem; learned helplessness.
- 2) Believes all the myths about battering relationships, such as the woman must have somehow "caused" the assault.
- 3) Is a traditionalist at home with strong beliefs in the family unit, and in the stereotype feminine role of inferiority and passivity.
- 4) Accepts responsibility for her batterer's actions.
- 5) Suffers from guilt but denies the terror and anger she feels.
- 6) Presents a passive face to the world but has the strength to manipulate her environment, sometimes to prevent further violence.
- 7) Has severe stress reactions with psychophysiological complaints.
- 8) Uses sex to establish intimacy.
- 9) Believes that no one will be able to help her resolve predicament except herself.
- 10) Economically and emotionally dependent on spouse.
- 11) Accepts violence as normal behavior.

(TURN OFF VGT #3)

(TURN ON VGT #4)

e. CHARACTERISTICS OF BATTERERS: (Lenore Walker, The Battered Woman).

- 1) Low self-esteem.
- 2) Believes all the myths about the battering relationship, such as the woman "caused" the incident.

3) Is a traditionalist at home, believing in male supremacy and the stereotyped masculine sex role of dominance in the family.

4) Blames others for his actions.

5) Is pathologically jealous.

6) Presents a dual personality, alternating from extreme tenderness to extreme aggressiveness.

7) Has severe stress reaction, during which he uses drinking and battering to cope.

8) Uses sex as an act of aggression, frequently to enhance self-esteem in view of waning sexuality.

9) Does not believe his violent behavior should have negative consequences.

10) Experiences most emotions of anger.

11) Uses aggression and violence to express anger.

12) Socially isolated, few friends.

13) Minimizes and denies seriousness of violence.

14) Often depressed and suicidal.

15) Abuses alcohol and/or drugs.

16) Tends to be a poor communicator: "She can explain herself better than I can."

(TURN OFF VGT #4)

11. CAUSES: WHY DOES IT HAPPEN?

a. Cultural factors: Violent culture, violent child-rearing patterns, male dominance of family life accepted, permitted by state laws until 1870's, traditions of privacy regarding family matters, tacit approval of family violence.

b. Family factors: Violence is a learned response to conflict and stress, witnessed parents' use of violence, and sex-role stereotyped child rearing (i.e. girls taught to be dependent and to defer, boys taught to be aggressive and to dominate.).

c. Stress factors: Geographic isolation, social

isolation, economic stress, alcohol and drug abuse, life crises such as births and deaths, job loss, new job and lifestyle changes.

ELD 3: Recognize the legal aspects of spouse abuse.

12. PUNISHABLE SPOUSE ABUSE OFFENSES UNDER UCMJ:

The crime of spouse abuse is not categorized separately under the UCMJ, however, there are several punitive articles that could be utilized in preferring charges for spouse abuse. The two significant crimes that CANNOT be charged against a batterer are rape (Article 120) and indecent assault (Article 134), since both offenses stipulate "female not his wife" (MCM 1969). In these situations the batterer could be charged with assault or the spouse could seek recourse with the civilian court system. The following are the more common UCMJ Articles that could apply to spouse abuse:

(TURN ON VGT #5)

a. Article 92: Violation of a Regulation (i.e. Failure to provide support, or adhere to requirements of the Family Advocacy Program IAW AR 608-1).

b. Article 107: Knowingly making a false official statement (i.e. During investigation on injuries to spouse.).

c. Article 118: Attempted murder.

d. Article 119: Attempted voluntary manslaughter.

e. Article 124: Maiming.

f. Article 125: Sodomy.

g. Article 128: Assault - Covers simple assault and encompasses two forms of aggravated assault that are relevant:

1) Assault with a dangerous weapon or other means of force likely to produce grievous bodily harm.

2) Assault in which grievous bodily harm is intentionally inflicted.

h. Article 133: Conduct unbecoming of an officer.

i. Article 134: General article - "Makes punishable all acts not specifically prescribed in any other article

of the code when the amount of disorder or neglect to the prejudice of good order and discipline in the armed forces or to conduct of a nature to bring discredit upon the armed forces. . ." (MCM, 1969). Examples of violations of this article are communicating a threat, assault with intent to commit sodomy, voluntary manslaughter or murder.

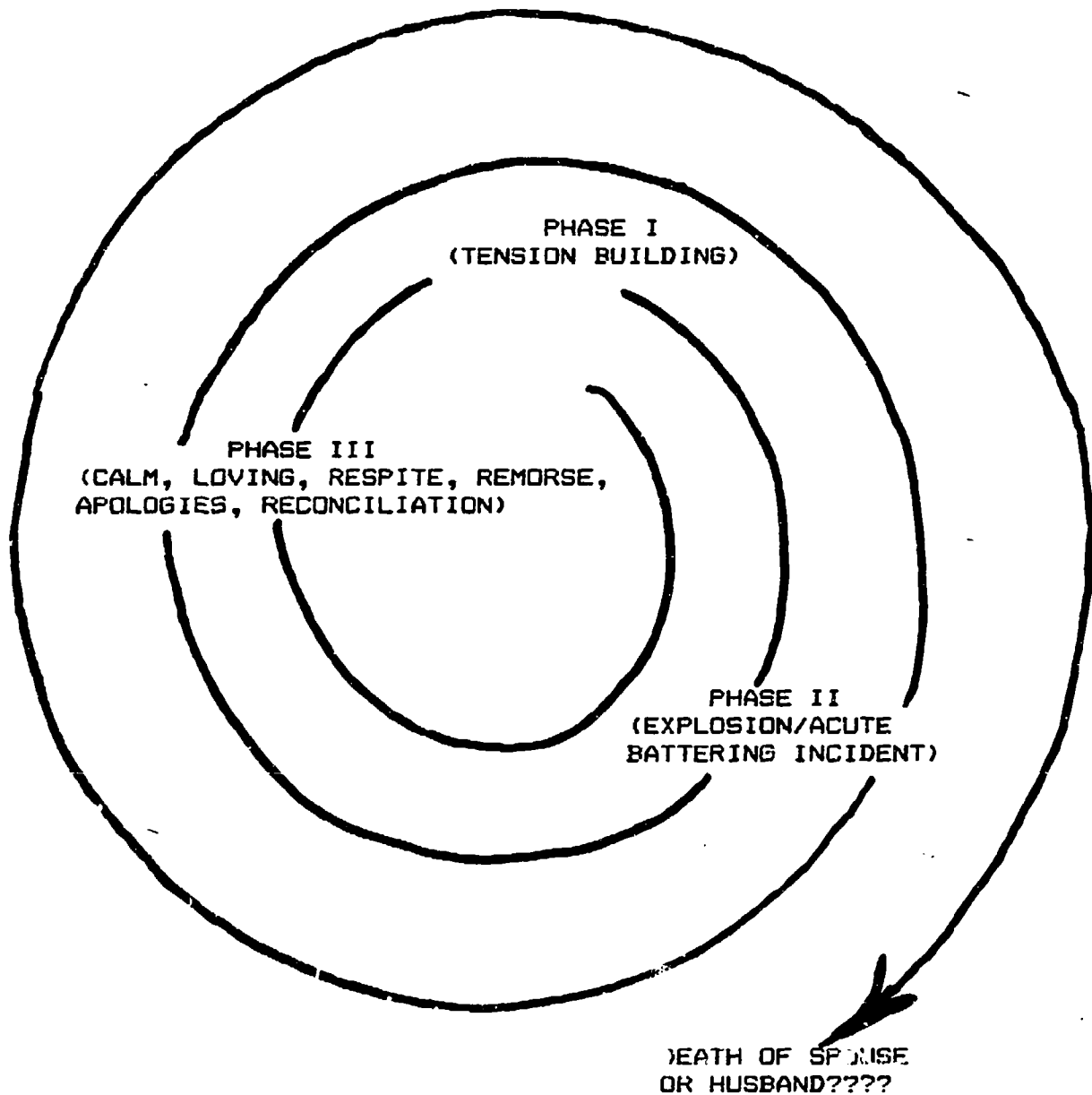
(TURN OFF VGT #5)

END OF LECTURE PRESENTATION - QUESTIONS/DISCUSSION?

STUDENT HANDOUT #1 TO LESSON 1

CYCLE THEORY OF SPOUSE ABUSE/BATTERING

— Dr. Lenore Walker
The Battered Woman



STUDENT HANDOUT #1 TO LESSON 1 (CONTINUED)

SPOUSE ABUSE CYCLE

— Dr. Lenore Walker
The Battered Woman

PHASE I TENSION BUILDING:

1. Woman senses man becoming edgy.
2. Minor battering takes place.
3. Husband quickly apologizes for actions.
4. Wife experiments on methods to calm husband.
5. Wife justifies husband's actions.
6. Woman gradually loses control.
7. Increasing tension of both parties.
10. Both parties become more frantic.
11. Husband increases possessive smothering and brutality.
12. Battering incidents become more frequent and last longer.
13. Point of inevitability occurs.

PHASE II ACUTE BATTERING:

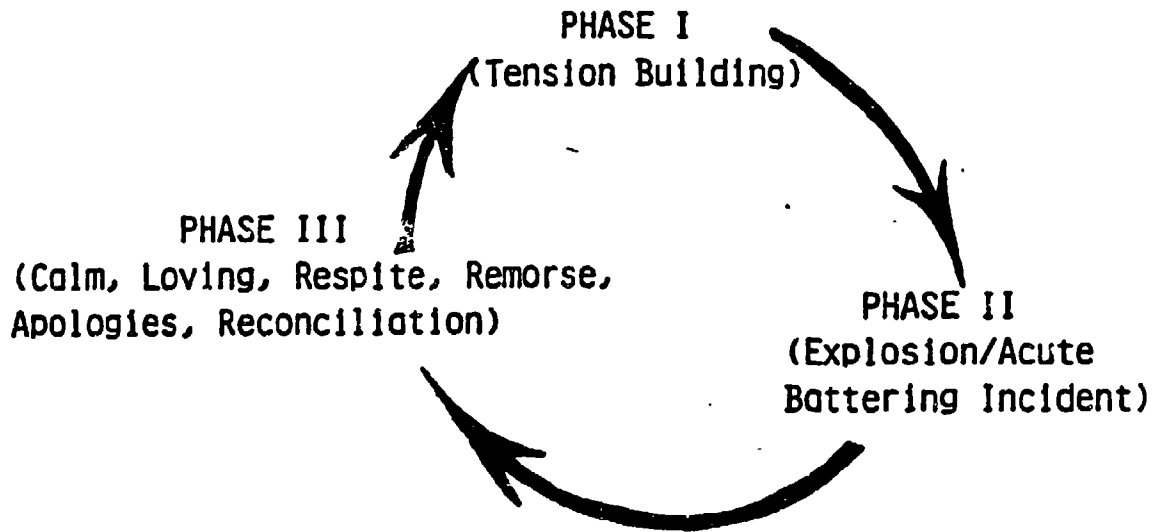
1. Normally triggered by an external event or internal state of man; rarely by the woman's behavior.
2. Shortest period of cycle.
3. Reportedly only the batterer can end this phase.
4. Out of control. Batterer ends up not understanding what happened.
5. Batterer loses control over his behavior.
6. Batterer starts out wanting to teach the woman a lesson, not intending to inflict injury, and stops when he feels she has learned her lesson.
7. When triggered by woman's behavior, woman often senses period of inevitability. May unconsciously provoke the incident to get it over with.
8. Phase lasts 2-24 hours, although exceptions of the reign of terror have lasted a week or more.

PHASE III REMORSE AND APOLOGIES:

1. Batterer's worst fear is that wife will leave him.
2. Batterer believes he can control himself and never hurt his wife again.
3. Batterer's sincerity is believable.
4. Woman gets a glimpse of her original dream of how wonderful love is. She identifies the good side of this dual personality, hoping bad side will disappear.

SPOUSE ABUSE MYTHS

1. SPOUSE ABUSE IS A RARE OCCURRENCE.
2. ALCOHOL ABUSE IS THE MAIN CAUSE OF SPOUSE ABUSE.
3. SPOUSE ABUSE GENERALLY OCCURS AMONG POOR FAMILIES AND THOSE FROM MINORITY GROUPS.
4. BATTERED WOMEN ARE GENERALLY SLOVENLY, OVERWEIGHT, AND UNKEMPT.
5. BATTERED WOMEN ARE GENERALLY MASOCHISTS; MANY FIND THE USE OF VIOLENCE A SEXUAL TURN-ON.
6. MEN WHO USE VIOLENCE AGAINST WOMEN ARE GENERALLY DRIVEN TO DO SO BY THE WOMEN'S OBNOXIOUS OR NAGGING BEHAVIOR.
7. IF BATTERED WOMEN WON'T DO ANYTHING TO CHANGE THEIR MARRIAGES, THEN THINGS COULDN'T BE ALL THAT BAD.
8. IN CERTAIN CIRCUMSTANCES, A MAN IS JUSTIFIED IN USING VIOLENCE AGAINST HIS WIFE/GIRLFRIEND.
9. A MAN HAS THE RIGHT TO BE THE BOSS IN HIS FAMILY AND TO USE VIOLENCE TO PROVE IT.
10. VIOLENCE WITHIN THE HOME IS A PRIVATE, FAMILY MATTER AND NO ONE ELSE'S BUSINESS.
11. POLICE CAN DO LITTLE TO PREVENT SPOUSE ABUSE.
12. SPOUSE ABUSE CASES SHOULD BE HANDLED BY SOCIAL WORKERS OR CIVIL COURTS.
13. "WHAT DID SHE DO TO DESERVE THE BEATING?"

CYCLE THEORY OF BATTERING

---Dr. Lenore E. Walker,
THE BATTERED WOMAN

CHARACTERISTICS OF VICTIMS

(Dr. Lenore Walker, THE BATTERED WOMAN)

1. LOW SELF-ESTEEM: LEARNED HELPLESSNESS.
2. BELIEVES ALL THE MYTHS ABOUT BETTERING RELATIONSHIPS, SUCH AS THE WOMAN MUST HAVE SOMEHOW "CAUSED" THE ASSAULT.
3. IS A TRADITIONALIST AT HOME WITH STRONG BELIEFS IN THE FAMILY UNIT AND IN THE STEREOTYPE FEMININE ROLE OF INFERIORITY AND PASSIVITY.
4. ACCEPTS RESPONSIBILITY FOR HER BATTERER'S ACTIONS.
5. SUFFERS FROM GUILT BUT DENIES THE TERROR AND ANGER SHE FEELS.
6. PRESENTS A PASSIVE FACE TO THE WORLD BUT HAS THE STRENGTH TO MANIPULATE HER ENVIRONMENT SOMETIMES TO PREVENT FURTHER VIOLENCE.
7. HAS SEVERE STRESS REACTIONS WITH PSYCHOPHYSIOLOGICAL COMPLAINTS.
8. USES SEX TO ESTABLISH INTIMACY.
9. BELIEVES THAT NO ONE WILL BE ABLE TO HELP HER RESOLVE PREDICAMENT EXCEPT HERSELF.
10. ECONOMICALLY AND EMOTIONALLY DEPENDENT ON SPOUSE.
11. ACCEPTS VIOLENCE AS NORMAL BEHAVIOR.

CHARACTERISTICS OF ASSAILANTS/BATTERERS(Dr. Lenore Walker, THE BATTERED WOMAN)

1. LOW SELF-ESTEEM.
2. BELIEVES ALL THE MYTHS ABOUT BATTERING RELATIONSHIP, SUCH AS THE WOMAN "CAUSED" THE INCIDENT.
3. IS A TRADITIONALIST AT HOME, BELIEVING IN MALE SUPREMACY AND THE STEREOTYPED MASCULINE SEX ROLE OF DOMINANCE IN THE FAMILY.
4. BLAMES OTHERS FOR HIS ACTIONS.
5. IS PATHOLOGICALLY JEALOUS.
6. PRESENTS A DUAL PERSONALITY, ALTERNATING FROM EXTREME TENDERNESS TO EXTREME AGGRESSIVENESS.
7. HAS SEVERE STRESS REACTION, DURING WHICH HE USES DRINKING AND BATTERING TO COPE.
8. USES SEX AS AN ACT OF AGGRESSION, FREQUENTLY TO ENHANCE SELF-ESTEEM IN VIEW OF WANING SEXUALITY.
9. DOES NOT BELIEVE HIS VIOLENT BEHAVIOR SHOULD HAVE NEGATIVE CONSEQUENCES.
10. EXPERIENCES MOST EMOTIONS OF ANGER.
11. USES AGGRESSION AND VIOLENCE TO EXPRESS ANGER.
12. SOCIALLY ISOLATED, FEW FRIENDS.
13. MINIMIZES AND DENIES SERIOUSNESS OF VIOLENCE.
14. OFTEN DEPRESSED AND SUICIDAL.
15. ABUSES ALCOHOL AND/OR DRUGS.
- *16. TENDS TO BE A POOR COMMUNICATOR: "SHE CAN EXPLAIN HERSELF BETTER THAN I CAN."

PUNISHABLE SPOUSE ABUSE OFFENSES UNDER UCMJ

1. ARTICLE 92 - VIOLATION OF A REGULATION
2. ARTICLE 107 - KNOWINGLY MAKING A FALSE OFFICIAL STATEMENT.
3. ARTICLE 118 - ATTEMPTED MURDER.
4. ARTICLE 119 - ATTEMPTED VOLUNTARY MANSLAUGHTER.
5. ARTICLE 124 - MAIMING.
6. ARTICLE 125 - SODOMY.
7. ARTICLE 128 - ASSAULT: COVERS SIMPLE ASSAULT AND ENCOMPASSES TWO FORMS OF AGGRAVATED ASSAULT.
8. ARTICLE 133 - CONDUCT UNBECOMING AN OFFICER.
9. ARTICLE 134 - GENERAL ARTICLE.

MILITARY POLICE UNIT TRAINING PROGRAM

LESSON 2

LESSON PLAN COVER SHEET

SUBJECT AREA: Spouse Abuse and the Military Police

TASK TITLE: Respond to Domestic Disturbance.

TYPE: Lecture, group discussion.

ESTIMATED TIME: 60 minutes.

TOOLS, EQUIPMENT, AND MATERIALS. Classroom with overhead view projector.

PERSONNEL: Principle Instructor.

TRAINING AIDS: Viewgraph 6, and Student Handout #1 to Lessons 2 and 3.

INSTRUCTOR REFERENCES:

1. FM 19-10, 1976, (Chapter 7).
2. International Association of Chiefs of Police (IACP) Training Key #209 (1974), Crisis Intervention.
3. IACP Training Key #245 (1976), Wife Beating.
4. IACP Training Key #246 (1976), Investigation of Wife Beating.
5. Police Science Services Study Notes (1977), Domestic Disturbances.
6. Instructor's Manuscript (Attached)

STUDENT STUDY ASSIGNMENT: None.

PROPOSER SCHOOL: To be determined.

LESSON PLAN: Spouse Abuse and the Military Police

I. Terminal Learning Objective.

TASK: Respond to Domestic Disturbance.

CONDITION: Lecture and Group Discussion in classroom.

STANDARD: The student will be able to:

- 1) Take appropriate action in receiving a potential spouse abuse complaint (MP Desk).
- 2) Take appropriate action while enroute to a domestic disturbance (MP Patrol).
- 3) Take appropriate action upon arriving at the scene of a domestic disturbance (MP Patrol).
- 4) Take appropriate action upon entering the scene of a domestic disturbance.

II. Enabling Learning Objectives.

Enabling Learning Objective 1

TASK: Take appropriate action in receiving a potential spouse abuse complaint (MP Desk).

CONDITION: Lecture and Group Discussion in classroom.

STANDARD: The student will be able to:

- 1) Obtain essential information necessary to assess the situation at the scene of a disturbance.
- 2) Take appropriate action in dispatching and briefing the responding patrol(s).
- 3) Conduct followup actions to assist the complainant and MP patrol(s).

Enabling Learning Objective 2

TASK: Take appropriate action while enroute to a domestic disturbance (MP Patrol).

CONDITION: Lecture and Group Discussion in classroom.

STANDARD: The student will be able to exercise proper safety procedures while responding to a domestic disturbance.

Enabling Learning Objective 3

TASK: Take appropriate action upon arriving at the scene of a domestic disturbance (MP Patrol).

CONDITION: Lecture and Group Discussion in classroom.

STANDARD: The student will be able to exercise proper safety procedures upon arriving and approaching the scene of a domestic disturbance.

Enabling Learning Objective 4

TASK: Take appropriate action upon entering the scene of a domestic disturbance.

CONDITION: Lecture and Group Discussion in classroom.

STANDARD: The student will be able to:

- 1) Exercise proper safety procedures in gaining entry to the scene of a domestic disturbance.
- 2) Recognize the requirements for forced entry situations.
- 3) Take appropriate action in handling violence in progress and barricade situations.

INSTRUCTOR NOTES

1. Responding to Domestic Disturbances (DD) was incorporated into the Program of Instruction (POI) on spouse abuse, because it is essential for the MP to understand the DOS and DON'TS, the moment a complaint is received, versus only those actions involved in encountering a spouse abuse situation. Responding to a DD involves the same tactics as responding to a spouse abuse situation, for a law enforcement officer rarely knows ahead of time, the exact nature of the incident/complaint.

2. Lessons 2 and 3 contains 11 procedural steps in responding to and controlling a potential spouse abuse situation. The steps were separated into two lessons, Lesson 2, Steps 1 to 7 (Response), and Lesson 3, Steps 8 to 11 (Control), to allow student discussions on each TLO (See Student Handout).

3. Students should be informed that a lot of what is discussed in this lesson will be a review for them, which isn't detrimental to their learning process (A review never hurt anyone.). Also, from past experience in validating this lesson, it was found that a lot of information is not a review, but entails new procedures that were established as a result of actual incidents (Police officers killed in reacting to DD situations.). Therefore, students should be encouraged to pay attention and also share their own experiences to reinforce this training lesson.

4. The instructor should thoroughly study and rehearse the Instructor's manuscript, and allow sufficient time for student discussion. The manuscript format is primarily in the form of key points or "bullets," with minimal discussion provided. This was done to discourage the instructor from reading verbatim from the text, and thus losing contact with the audience.

5. Instructor references are identical for all three lessons. The International Association of Chiefs of Police Training Keys and the Police Science Services Study Notes were selected, primarily because they are the most easily attainable. They provide useful information, but the instructor must realize that the contents of the entire training program were comprised of an indepth study and analysis of numerous civilian and military POIs, not readily available to him/her. In fact, the most useful publications found were Responding to Spouse Abuse and Wife Beating - A Guide for Police (Loving, 1980) and Spouse

Abuse: A Curriculum Guide for Police Trainers (Loving, 1981), published by the Police Executive Research Forum. Questions or disagreements with the contents of instruction should be formally addressed to the proponent agency of this POI.

INSTRUCTOR MANUSCRIPT

STEPS 1-3 are actions taken to insure that the responding officers are adequately prepared, prior to responding to the conflict scene.

ELD 1: Take appropriate action in receiving a potential spouse abuse complaint.

(PUT ON VGT #6)

1. STEP 1, RECEIVING THE CALL - INFORMATION REQUIREMENTS:

- a. Has anyone been injured? How severely? Is he or she (victim) still at the scene?
- b. Was a weapon involved? What type?
- c. Is the suspect still at the scene?
- d. How long ago did the suspect leave the scene? In what direction did they go? How were they travelling?
- e. Has any property been destroyed?
- f. Are there any witnesses? Where are they located?
- g. Are there children at the scene?
- h. Has either party been drinking alcohol or using drugs?
- i. Where are the parties located and what are they doing?

2. STEP 2, FOLLOWUP ACTIONS BY THE DESK:

- a. If possible (Dependent on the availability of additional phone lines), keep the victim (If she is the caller.) on the phone and inform him/her that a unit will be arriving in "X" minutes.
- b. Dispatch unit/patrol. Assign code (NO LIGHTS AND SIREN, UNLESS A WEAPON IS INVOLVED). Timeliness of dispatch is dependent on the seriousness of the injuries or threatened harm, and whether or not the assailant is on the premises.

c. Thoroughly brief the patrol on the incident. Check and relay information concerning weapons registered with the PMO, and any pertinent information on previous offenses (3998 cards).

d. Assign a backup (ALWAYS, IF RESPONDING PATROL IS A ONE MAN PATROL). No more than two officers should respond to these calls, unless the officers clearly would be endangered without additional support.

e. Notify medical authorities for dispatching an ambulance if necessary.

f. Check the ALPHA roster for sponsor's unit and ascertain name and phone number of unit commander. Calling the unit commander at this stage is dependent upon local SOP.

ELD 2: Take appropriate action while enroute to a domestic disturbance (MP Patrol).

3. STEP 3, PATROL ACTIONS ENROUTE:

a. Review with partner, actions to be taken upon arrival.

b. NO LIGHTS AND SIREN, unless a weapon is involved.

c. Turn off lights and siren (If used.) at least one block from the scene of the disturbance, to minimize commotion in the neighborhood, to protect officers from possible ambush, and to avoid aggravating the assailant.

NOTE: 1980-1982, of the 37 incidents of police killed while responding to Domestic Disturbance situations, 10 officers were killed as they encountered the subject outside the dwelling.

d. Clarify uncertainties with the dispatcher (i.e. Who called, weapon registered, prior offenses, backup unit.).

NOTE WARNING: Never assume that there are no weapons (firearms) in the dwelling, since the individual may not have registered his weapon.

* August 1982: Prior to responding to a disturbance, the police were informed by the assailant's mother that there were no weapons in the home. An officer was subsequently shot and killed as the subject opened the door.

* November 1981: Subject, during previous encounter

with police that day, had surrendered a handgun. On being called back, police were gunned down (One killed, One wounded) on the porch, by the subject who had produced a 12 gauge shotgun.

Steps 4 - 6 are those steps taken prior to entering the conflict scene. This is a critical stage which first makes the officer(s) vulnerable to attack. During the period 1980-1982, 30 of the 37 incidents of police fatalities in responding to Domestic Disturbance situations occurred outside the dwelling.

ELD 3: Take appropriate action upon arriving at the scene of a domestic disturbance (MP Patrol).

4. STEP 4, ARRIVAL AT THE SCENE:

a. Park patrol vehicle at least one building away and avoid actions which may alert occupants to your presence.

NOTE WARNING: June 1980: An officer parked his vehicle in front of a dwelling, and encountered the subject's wife, who informed him that her husband had a gun. He then attempted to move his vehicle and was shot and killed.

b. If responding unit is a one man patrol, wait for backup, unless the situation is an extreme emergency.

c. Backup unit(s) should also park away from the dwelling.

NOTE WARNING: June 1981: Both officers were shot and killed, while one officer was conferring with a backup unit in the front yard.

d. Before exiting the car, look the scene over and be alert to anything suspicious.

e. Exit and quietly shut and lock the vehicle.

f. Before proceeding, take a minute to conduct an external assessment of the premises:

1) Identify possible locations for seeking cover in case of an ambush (i.e. Utility poles, fire plugs, doorways, walls, and flight of stairs can be useful for immediate protection. Even a bush is better than nothing.).

NOTE: Inform the student to do what he was taught in Basic training (Fire and Maneuver tactics). Remind him that during the period 1980-1982, approximately one third of the police fatalities in responding to DD situations, were a result of ambushes.

2) If possible, a quick survey of the side and back of the property should be made to identify possible exits.

3) Look for danger signs (i.e. Broken glass/windows, double parked cars, rifle racks on trucks, National Rifle Association (NRA) membership decals on vehicle window).

4) Verify location of disturbance. Are there any obvious signs of violence (noise)?

5) Review with partner or backup unit about what they know about the incident and it's participants.

6) If neighbors or bystanders have gathered outside, make a quick check with them on their knowledge about the parties to the quarrel, it's causes and seriousness. Identify any witnesses and quietly disperse them.

NOTE: Be cordial when dispersing bystanders.

7) Look for toys, bicycles, swings and other evidence that children may be present.

5. STEP 5, APPROACHING THE CONFLICT SCENE:

a. Approach the residence cautiously and quietly from a direction which offers the greatest protection from attack. Stay close to the residence and pass beneath the window.

b. Be alert to determine if disturbance is in progress and pinpoint location of parties involved.

c. Officers should walk apart, with one officer preceding the other, in order to minimize the effects of an ambush.

d. If it is night, refrain from using a flashlight, or if needed, hold it away from the body and pointed towards the ground, rather than toward the other officer or the household.

e. Do not allow witnesses to accompany you.

f. When using a stairwell, officers should stay to the left side of the stairs, with one officer preceding the other by half a flight. Take note of all exits and any open doors.

g. At the door, officers should listen 10-15 seconds for any sounds. If possible, one of the officers should look through a window to see what is going on in the house or apartment. Such action, when made without unusual action (i.e. Standing on a box.), is covered by the plain view doctrine. It can establish probable cause that a crime is in progress or has been committed, a necessary requirement, especially if the officers must make a forced entry.

NOTE WARNING: Be careful when looking through the window. Do not expose your full body when doing so. Also, avoid window when approaching darkened residences.

* April 1982: Three police officers responded to a reported domestic disturbance. After repeated attempts to contact the residents met with no response, a deputy who was standing near a window, heard movement inside. In turning towards the window, he was shot and killed with a 12 gauge shotgun, that was fired through the window.

h. If there is a screen door, determine if it is locked.

i. If the victim or assailant are outside the quarters, they should be escorted to a private area and separated, with one officer walking between them and the other officer behind them.

ELD 4: Take appropriate action upon entering the scene of a domestic disturbance.

6. STEP 6, GAINING ENTRY:

a. Before knocking on the door or ringing the doorbell, officers should position themselves on either side of the doorway. If a window is nearby, one officer should stand by it to observe the person who will answer the door (CAUTION: Remember Step 5g warning above). The other officer should knock/ring the door/door bell, making sure to resume a position to the hinge side of the doorway as a protection against possible gunfire. Be prepared for any circumstance, since he is apt to be confronted with hostility or violence.

b. In entering the quarters, the officer by the hinged

side of the doorway should allow the other officer to go in first, thereby covering his/her partner.

c. Knock, don't pound on the door. The knock should not be forceful, but conducted in a normal manner.

d. Introduce yourself. Say that you're there because someone has reported a disturbance and ask if you may come in.

NOTE WARNING: Do not enter if someone yells "Come In."

e. If the assailant opens the door, officers must be extra cautious, since depending on his composure and state of sobriety, the assailant's actions are totally unpredictable ("Walking time bomb"). The assailant may deny or minimize the seriousness of the violence, or they may appear in perfect control and convince the officers that there is no need for their presence. They may also state the victim is drunk, on drugs or just fell down the stairs. Officers should always interview the victim in these cases, in private, where she cannot be directly intimidated by the assailant.

f. In all cases, the officers should wait to be invited inside, but should not hesitate to make a forced entry if necessary to protect the victim.

g. If entry is refused, the officers should calmly explain that they understand the citizen's feelings, but that they (Police) must make sure there is no serious trouble inside.

NOTE: In cases where entry is denied, and the officer determines that entry is required, but there is no evidence of immediate danger to the victim or no potential for violence, a warrant should be obtained or commander informed.

h. If no one responds to the officer's knock, one officer should knock on a back or side door. If again no one answers, they may consider a forced entry if there is convincing evidence that the victim is in danger.

i. Forced Entry: Officers should consider a forced entry if they have reasonable cause to believe the victim is in danger (i.e. cries of distress or help, signs of a struggle, weapons displayed, or eyewitness account that a felony occurred and the victim is still at home.).

NOTE: Although the Supreme Court ruled, in Payton v. New York, that police may not make a warrantless and

nonconsensual entry into a suspect's home to make a routine felony arrest, such an entry was approved for "emergency situations." Immediate physical harm to a victim appears to qualify as an "exigent circumstance," and thus permits police to make a warrantless forced entry.

Steps 7 -11 are considered equally as critical as those cited previously. Although more police officers have been killed outside the dwelling, it is safe to assume that the majority of those injured in responding to domestic disturbance situations (56,255 for the period 1980-1982), were injured inside. This is based on the premise that assaults normally require close contact with the assailant. Once a police officer enters a dwelling, his concern for the victim, third parties, his partner, and himself, are compounded by the fact that he is entering a totally unfamiliar surrounding, and subjecting himself to close contact with possible assailants.

7. STEP 7, ENTRY:

a. Handling violence in progress:

- 1) Call for backup.
- 2) Subdue the assailant. Use minimal force necessary so as not to escalate the violence.
- 3) Keep the victim in sight and monitor her reaction. It is important for officers to be aware of the victim's reactions to their use of force. The victim may fear that the officers are harming her husband, she may wish to demonstrate her loyalty to him, or she may become resentful or panicky when officers use force or indicate their intention to arrest him.
- 4) Prevent either victim or assailant from grabbing their (MP) firearms from their holsters. This most often happens when the officer is leaning over an individual.
- 5) If both parties have been assaulting each other, each officer should be responsible for subduing one of the parties. This is an extremely volatile situation, since both parties may need to be handcuffed until order is restored.
- 6) Be alert to possible use of a weapon by either party. Weapons and objects (i.e. beer/liquor bottles) that may be used against the victim or officers should be removed from their reach.

b. Barricade Situations:

1) First attempt to coax him out peacefully. If this fails, radio for assistance.

2) Do not attempt a forced entry.

3) Remove third parties from the dwelling.

4) Establish a perimeter around the household. Advise neighbors to remain in their quarters, or if a firearm is involved, evacuate the immediate vicinity.

(TURN OFF VGT 6)

END OF LECTURE PRESENTATION - QUESTIONS/DISCUSSION?

STUDENT HANDOUT #1 TO LESSONS 2 & 3.

ABBREVIATED CHECKLIST
RESPONSE/INTERVENTION OF POTENTIAL SPOUSE ABUSE SITUATIONS

STEP 1: RECEIVING THE CALL (MP DESK)

1. Has anyone been injured? How severely? Is he or she (victim) still at the scene?
2. Was a weapon involved? What type?
3. Is the suspect still at the scene?
4. How long ago did the suspect leave the scene? In what direction did he go? How was he travelling?
5. Has any property been destroyed?
6. Are there any witnesses? Where are they located?
7. Are there children at the scene?
8. Has either party been drinking alcohol or using drugs?
9. Where are the parties located and what are they doing?

STEP 2: FOLLOWUP ACTIONS BY THE DESK

1. Keep the victim on the phone (If possible), and inform him/her the approximate arrival time of an MP patrol.
2. Dispatch unit/patrol. NO LIGHTS AND SIREN, UNLESS A WEAPON IS INVOLVED.
3. Thoroughly brief patrol. Relay additional information on previous offenses and weapons registered.
4. Assign a backup (Always, if responding patrol is a one man patrol).
5. Notify medical authorities if necessary.
6. Notify unit commander (Dependent on local SOP).

STEP 3: PATROL ACTIONS ENROUTE

1. Review with partner on actions to be taken.
2. NO LIGHTS AND SIREN, unless a weapon is involved.
3. Turn off lights and siren (If used) at least one block from the residence.
4. Clarify uncertainties with the dispatcher.

STEP 4: ARRIVAL AT THE SCENE

1. Park patrol vehicle at least one building away, and avoid actions which may alert occupants to your presence.
2. If one man patrol, wait for backup (Unless emergency).

3. Backup unit: Also park away from the residence.
4. Look the scene over before exiting vehicle.
5. Exit and quietly shut and lock vehicle.
6. Before proceeding, conduct an external assessment:
 - a. Identify possible locations for seeking cover.
 - b. Conduct a quick survey of side and back of property (Identify exits).
 - c. Look for danger signs (i.e. Broken glass, NRA decals, rifle racks.).
 - d. Verify location of disturbance.
 - e. Review with partner on their knowledge of incident and occupants.
 - f. If neighbors/bystanders have gathered, identify potential witnesses and quietly disperse crowd.
 - g. Look for signs of children living in dwelling (i.e Toys).

STEP 5: APPROACHING THE CONFLICT SCENE

1. Approach cautiously from direction which offers greatest protection. Stay close to residence and pass beneath window.
2. Be alert to determine if disturbance is still in progress, and pinpoint location.
3. Walk apart, with one MP preceding the other.
4. If at night, refrain from using flashlight. If needed, hold it away from body and pointed towards ground.
5. Do not allow witnesses to accompany you.
6. Stairwell: Stay to the left side, with one officer preceding the other by half a flight. Note all exits.
7. At the door, listen 10-15 seconds. If possible, one of the officers should look through a window.
8. If there is a screen door, determine if it is locked.
9. If victim and/or assailant are outside, escort them inside, with one officer walking between them and the other officer behind.

STEP 6: GAINING ENTRY

1. Before knocking/ringing doorbell, position yourselves on either side of the doorway, unless one MP is already at a window.
2. Knock, don't pound on the door. Do not enter if someone yells "Come In."
3. Introduce yourself, state why you are there, and ask permission to enter.
4. In entering, the MP on the hinged side of the doorway should allow the other MP to enter first.
5. Be extra cautious if the husband opens the door.
6. Wait to be invited inside (NOTE: Forced Entry

exception).

7. If entry is refused, calmly explain you understand the occupant's feelings, but you must make sure there is no serious trouble inside.

8. If no one responds to MP's knock, one MP should knock on a back or side door. Be alert for trouble inside.

9. Forced Entry: Authorized if MPs have reasonable cause to believe the victim is in danger (i.e. Cries of distress or help).

STEP 7: ENTRY

1. Handling violence in progress:
 - a. Call for backup.
 - b. Subdue assailant with minimal force necessary.
 - c. Keep victim in sight.
 - d. Prevent either victim or assailant access to MP's weapons.
 - e. Consider subduing both parties if necessary (Handcuffs).
 - f. Be alert to possible use of weapons by either party (NOTE: Keep bottles out of reach of parties.)
2. Barricade situations:
 - a. First attempt to coax him out peacefully. If this fails, radio for assistance.
 - b. Do not attempt a forced entry.
 - c. Remove third parties from the dwelling.
 - d. Establish a perimeter around the household.

Advise neighbors to remain in their quarters, or if a firearm is involved, evacuate the immediate vicinity.

STEP 8: ESTABLISHING CONTROL

1. Control is established by:
 - a. Immediately locating, identifying, calming, and may include separating all parties. Ask if anyone else is in the dwelling and get them into view at once.
 - b. Eliminate all source of noise (i.e. Neighbors, radio, stereo, TV, barking dog.).
 - c. Remove weapons and potential weapons.
2. Follow-up actions:
 - a. Visually frisk all parties.
 - b. Determine extent of injuries.
 - c. Prior to physically frisking someone, inform same and insure other MP is present.
 - d. Separate victim and assailant out of hearing range of each other, but close enough for MPs to maintain eye contact with each other. Do not touch or crowd parties.
 - e. Never remove persons to the kitchen or bedroom (Master).

f. Separate third parties or children out of hearing range. Send children to neighbors, or at least place in a separate room/playpen/crib.

g. Clear premises of all neighbors/bystanders (Be cordial).

h. Do not discourage spontaneous statements.

However, if assailant begins to incriminate himself, stop and advise him of his rights.

STEP 9: ASSESSING THE SITUATION

1. Determine seriousness of injuries and summon medical assistance if necessary. Be alert to spouse beating signs and injuries (Inquire if spouse is pregnant).
2. Determine if a criminal violation has occurred.
3. Make an overall mental assessment of the dwelling.
4. Consider photographing dwelling and victim (MPI).
Victim should be photographed under supervision of a physician.
5. Collect physical evidence.

STEP 10: CONDUCTING THE INTERVIEW

1. Separate and seat parties. Be careful where you seat yourself (Positioning of your weapon).

2. Remove potential weapons from direct vicinity of interview.

3. Remove your hat.

4. Always begin the interview with general questions.

5. If one officer is conducting the interview, he should move to the other party versus having the parties exchange places.

6. Do not portray negative feedback by:

- a. Interviewing one party longer than the other.
- b. Acting rushed, bored, or unconcerned.
- c. Making humorous statements.

7. Apply proper behavioral guidelines.

8. Interviewing the victim:

- a. Allow victim to relieve emotional tension.
- b. Reassure victim of her safety and also her children.

c. Encourage victim to express feelings. Allow her to describe incident without interruption.

d. Techniques to help victim regain composure:

- 1) "It's over now, you're safe."
- 2) "You've been through a lot, but it's over."
- 3) Allow victim to hold onto you if necessary.
- 4) If hysterical, engage in a conversation about something unrelated to the immediate problem, or request she perform a routine task (i.e. Request a pen.).

e. Tend to victim's medical needs.

f. If victim downplays incident, inform her about the spouse abuse cycle.

g. If MP is having trouble communicating, consider:

- 1) Leaving victim alone for a few minutes.
- 2) Having her call a friend to come over.
- 3) Calling FACMT POC for assistance.

h. Explain procedures to follow. Elicit the following information:

- 1) Nature/extent of injuries.
- 2) Use of force or weapons involved.
- 3) Threatening language or actions.
- 4) Nature of conflict leading to violence.
- 5) History of past conflicts.
- 6) Legal status/relationship of assailant.
- 7) Previous attempts to sever relationship.
- 8) Civil injunctions or pending actions.
- 9) Alcohol/drug abuse problems of assailant.

i. Summarize information gathered, and allow corrections.

j. If assailant has left, ascertain description, mode and direction of travel, and also if he has a weapon. Notify Desk.

9. Interviewing the Assailant:

- a. Sit across from assailant, out of his reach.
- b. Be alert for any outburst of violence.
- c. Do not touch assailant, unless force is necessary.
- d. If yelling, say nothing until he calms down.
- e. If he becomes threatening, give him a direct order to stop.

f. Once he has calmed down:

- 1) Suggest he take several deep breaths.
- 2) Give him time to regain his composure.
- 3) Explain what will happen next and why.
- 4) Begin questioning in a businesslike demeanor.
- 5) Do not do anything to aggravate the situation by making him feel inferior, powerless, or ridiculed.
- 6) Do not minimize the seriousness of the assault or indicate sympathy.

g. Questioning should be direct and concise, and conducted in a fact-finding manner. Take special care to insure the assailant's constitutional right of due process, and protection against self incrimination.

h. Determine whether assault was accidental, a matter of self defense, or a criminal violation.

i. Be alert to areas of inquiry that make assailant uncomfortable. MP may consider changing questions and returning to the sensitive topic later.

j. Do not smile or nod in agreement when the assailant is denying or minimizing the violent episode, or shifting the blame to the victim.

k. Summarize information gathered, and allow corrections.

10. Interviewing Witnesses:

- a. Never conduct witness interviews with your partner alone in the household with the assailant.
- b. Do not interview witnesses in victim's immediate presence, but keep her in view.
- c. Make an assessment of the witness's reliability.
- d. Ask witness of previous assaults in household, and if victim has been injured before. Also ask about the presence of weapons in the household.
- e. Questioning children:
 - 1) Done carefully and gently.
 - 2) Ask only general questions about the assault.
 - 3) Stop questioning if child shows signs of trauma or distress.
 - 4) If a weapon was used and the MP feels the children are exposed to danger, contact FACMT POC.
 - 5) Do not separate children from victim, unless she requires medical attention.
 - 6) Be on the lookout for child abuse signs.

STEP 11: LEAVING THE SCENE

1. Be polite, and close the door behind you.
2. When MPs determine no action is required, they should resolve for themselves that:
 - a. No crime has been committed.
 - b. No crime is in progress.
 - c. Neither party has been intimidated into silence.
3. Be on your guard when leaving the quarters. MPs should follow the same procedures in departing, as they did in arriving to the scene (i.e. Never walk together, cover the other's movements, while maintaining surveillance of the dwelling.).

EMERGENCY/REFERRAL PHONE NUMBERS

MPs should have a current list of emergency/referral phone numbers to provide victims/batterers. A good technique is to write applicable phone numbers in the occupant's phone book. Examples of phone numbers to be retained are:

Military Police

Emergency Room

Judge Advocate (SJA)

Family Life Chaplain

Shelter for Abused Women

Spouse Abuse HOTLINES

Family Advocacy Program Coordinator

Men's Anger Control Group (For Men Who Batter)

POLICE ROLE IN RESPONDING TO SPOUSE ABUSE AND WIFE BEATING

STEP I _____ RECEIVING THE CALL - INFORMATION REQUIREMENTS

STEP II _____ FOLLOW-UP ACTIONS BY DESK.

STEP III _____ PATROL ACTIONS ENROUTE.

STEP IV _____ ARRIVAL AT THE SCENE.

STEP V _____ APPROACHING THE CONFLICT SCENE.

STEP VI _____ GAINING ENTRY.

STEP VII _____ ENTRY.

MILITARY POLICE UNIT TRAINING PROGRAM

LESSON 3

LESSON PLAN COVER SHEET

SUBJECT AREA: Spouse Abuse and the Military Police

TASK TITLE: Establish Control of a Domestic Disturbance Involving Spouse Abuse.

TYPE: Lecture, group discussion.

ESTIMATED TIME: 60 minutes.

TOOLS, EQUIPMENT, AND MATERIALS: Classroom with overhead view projector.

PERSONNEL: Principle Instructor.

TRAINING AIDS: Viewgraphs 7 and 8, and Student Handout #1 to Lessons 2 and 3.

INSTRUCTOR REFERENCES:

1. FM 19-10, 1976, (Chapter 7).
2. International Association of Chiefs of Police (IACP) Training Key #209 (1974), Crisis Intervention.
3. IACP Training Key #245 (1976), Wife Beating.
4. IACP Training Key #246 (1976), Investigation of Wife Beating.
5. Police Science Services Study Notes (1977), Domestic Disturbances.
6. Instructor's Manuscript: (ATTACHED).

STUDENT STUDY ASSIGNMENT: None.

PROPONENT SCHOOL: To be determined.

LESSON PLAN: Spouse Abuse and the Military Police

I. Terminal Learning Objective.

TASK: Establish Control and Intervention of a Domestic Disturbance Involving Spouse Abuse.

CONDITION: Lecture and Group Discussion in classroom.

STANDARD: The student will be able to:

- 1) Take appropriate action in establishing control of a potential spouse abuse situation.
- 2) Assess the situation and take appropriate action.
- 3) Conduct interviews with the victim, batterer, and witnesses.
- 4) Depart the scene of a domestic disturbance.

II. Enabling Learning Objectives.

Enabling Learning Objective 1

TASK: Take appropriate action in establishing control of a potential spouse abuse situation.

CONDITION: Lecture and Group Discussion in classroom.

STANDARD: The student will be able to:

- 1) Exercise proper procedures to immediately maintain control of the situation.
- 2) Exercise proper safety procedures in establishing control.

Enabling Learning Objective 2

TASK: Assess the situation and take appropriate action.

CONDITION: Lecture and Group Discussion in classroom.

STANDARD: The student will be able to:

- 1) Recognize physical symptoms of spouse abuse and respond accordingly.

2) Determine if a criminal violation has occurred.

3) Recognize evidence requirements, necessary for future prosecution.

Enabling Learning Objective 3

TASK: Conduct interview with the victim, batterer, and witnesses.

CONDITION: Lecture and Group Discussion in classroom.

STANDARD: The student will be able to:

1) Exercise proper behavioral guidelines in conducting interviews.

2) Exercise proper safety procedures in conducting interviews.

3) Recognize child abuse as a crime commonly associated with spouse abuse.

Enabling Learning Objective 4

TASK: Depart the scene of a domestic disturbance.

CONDITION: Lecture and Group Discussion in classroom.

STANDARD: The student will be able to exercise proper safety procedures in departing the scene of a domestic disturbance.

INSTRUCTOR NOTES

1. This is a continuation of procedural steps (Steps 8-11) that began in lesson 2 (See Student Handout). It dwells into crisis intervention skills, an area not thoroughly familiar to most MPs. Although some of the contents will be a review, students should be warned, that this is the stage which makes them extremely vulnerable to assaults.

2. Because there is a considerable amount of information in this lesson, that will be new to the student, the instructor may be tempted to rely heavily on a lecture approach, and thus minimize discussion. However, if you are thoroughly studied and rehearsed, you will be able to draw some lesson points (Personal experiences) from the students, increasing their involvement in the class, and gauging their level of comprehension by eliciting continuous feedback.

3. The manuscript format is primarily in the form of key points or "bullets," with minimal discussion provided. This was done to discourage the instructor from reading verbatim from the text, and thus losing contact with the audience.

4. The instructor should also remind the class that an effective method of reinforcing this type of training is to conduct role playing classes. Role playing exercises are provided (Attached to POI), but scheduling is dependent upon available training time.

5. Instructor references are identical for all three lessons. The International Association of Chiefs of Police (IACP) Training Keys and the Police Science Services Study Notes were selected, primarily because they are the most easily attainable. They provide useful information, but the instructor must realize that the contents of the entire training program were comprised of an indepth study and analysis of numerous civilian and military POIs, not readily available to him/her. In fact, the most useful publications found were Responding to Spouse Abuse and Wife Beating - A Guide for Police (Loving, 1980) and Spouse Abuse: A Curriculum Guide for Police Trainers (Loving, 1981), published by the Police Executive Research Forum. Questions or disagreements with the contents of instruction should be formally addressed to the proponent agency of this POI.

INSTRUCTOR MANUSCRIPT

ELO 1: Take appropriate action in establishing control of a potential spouse abuse situation.

(PUT ON VGT 7)

1. STEP 8, ESTABLISHING CONTROL:

NOTE: Nothing positive, not even rendering first aid, can be achieved until the police officers have the emergency situation under control.

a. Control is established by:

1) Immediately locating, identifying, calming, and may include separating, all parties in the dwelling. Ask if anyone else is in the home, and get them into view at once.

2) Eliminating all sources of noise and commotion (i.e. neighbors, blaring stereo or TV, barking dog.).

3) Removing any weapons or objects that can be used as weapons.

NOTE WARNING: Be alert for sudden movements and continual glances at closets or bureaus. Such actions may be the first indications that the subject has a weapon available, or someone may be hiding.

b. Follow-up actions:

1) All parties should be visually frisked by the officer.

2) Determine the extent of injuries.

3) If one of the parties is to be physically frisked, he or she should be informed of the officer's intentions. Insure the other officer's presence when conducting a physical frisk.

4) Separate the victim and assailant out of hearing range of each other, but close enough so that the officers can maintain eye contact with each other. Refrain from touching or crowding the victim or assailant.

NOTE WARNING: NEVER remove persons (Victim, assailant, or

third parties) to the kitchen or bedroom, due to the availability/likelihood of weapons. In addition, the bedroom is considered by many, as the most private area of the home, and to violate this may be the catalysis necessary for further violence.

5) Separate third parties or children out of hearing range so that their witness status will not be compromised. Children should be sent to a neighbor's home, or at least see that they're put in a separate room. Small children may be placed in a crib or playpen.

6) Clear the premises of all neighbors and bystanders. Be cordial, not authoritative.

7) Do not discourage spontaneous statements. It is appropriate for the officer to encourage initial comments by simply asking "What happened?" Any incriminating statements made without police questioning would be considered as volunteered statements. However, when a person becomes the target of direct questioning, or when he begins to incriminate himself beyond a spontaneous statement, he should be stopped and advised of his rights.

ELO 2, Assess the situation and take appropriate action.

2. STEP 9, ASSESSING THE SITUATION:

a. Determine the seriousness of injuries and summon medical assistance if necessary. Be alert for spouse abuse signs. The victim may be suffering from shock or trauma, and may either be silent or deny/downplay the nature and seriousness of her injuries. Be aware that wife beating victims are often hit in areas not readily visible (i.e. hair portion of head, chest, abdomen and back). Injuries from such beatings, such as bruises, internal injuries or cracked ribs, are not always initially apparent. Signs of such injuries are abdominal pain or tightening, blood or clear (spinal) fluid flowing from nose, mouth, or ears. Ask the victim if she is pregnant, as the assault may have injured the developing fetus and could result in a miscarriage without proper medical attention.

NOTE: Many batterers will beat their wives during pregnancy, in an effort (Conscious or subconscious) to abort it. Also, if the victim shows evidence of serious injury, but refuses medical attention, an ambulance should be summoned. If the victim shows evidence of bruises or contusions, and refuses medical care, the officer should contact a neighbor, family friend, or Family Advocacy Case Management Team (FACMT) Point of Contact (POC) to urge the person to seek medical attention.

b. Determine if a criminal violation has occurred. Determine probable cause that a crime has occurred by using the following indicators:

- 1) Seriousness of the injury.
- 2) Use of a weapon.
- 3) Threats to the victim.
- 4) Violent action of the assailant.
- 5) Disarray of the household and damaged property.
- 6) Level of intoxication.
- 7) Existence of a valid protection order.

c. Make an overall mental assessment of the dwelling (i.e. How well the living area is furnished and maintained, to assess the type of people you are dealing with.).

d. Take photographs of the victim and dwelling if applicable. The victim's rights can be protected by photographing the injuries without including her face. In addition, photographing the victim should be conducted under the supervision of the examining physician, whose testimony the photographs are intended to illustrate.

e. All articles of evidence should be collected as in other investigations.

ELO 3: Conduct interview with victim, assailant, and witness.

3.. STEP 10, CONDUCTING THE INTERVIEW:

a. Parties should be interviewed separately and seated to relax them as well as to limit their mobility, and thus minimize the possibility of violence. Never seat yourself with your weapon next to the victim or assailant, and remove any potential weapons from the direct vicinity of the interview.

b. During the interview, MPs should remove their hats, and be seated to further relax the disputants.

c. Always begin your interview with general questions, not directly related to the incident.

d. If one officer is conducting the interview, he should move to the location of the other party, versus having both parties switch places. This minimizes any possibility of rekindling the violence as both parties pass each other.

e. The officers should be cautious not to portray negative feedback to the despondents by:

- 1) Interviewing one party longer than the other.
- 2) Acting rushed, bored, or unconcerned.
- 3) Making humorous remarks, moral pronouncements, or judgmental statements about the couple's lifestyle or behavior.

(REMOVE VGT 7)

(PUT ON VGT 8)

f. Utilize Behavioral Guidelines (Inclosure 1)

(REMOVE VGT 8)

(PUT ON VGT 7)

g. Interviewing/Caring for the Victim:

1) Victim should be given an opportunity to relieve her emotional tension.

2) Reassure the victim of her safety and security, and that of her children.

3) Encourage victim to express her feelings. Be patient, for she may need time to regain her composure. Allow the victim to describe the incident without interruption.

4) Techniques to help the victim regain her composure:

- a) "It's over now, You're safe."
- b) "You've been through a lot, but it's over."
- c) Allow the victim to touch you or hold onto you if she needs a physical expression of support.
- d) If hysterical, engage in a conversation about something unrelated to the immediate problem, or

request she perform a routine task (i.e. Request an ashtray or pen.).

5) Tend to victim's medical needs. Remember that verification of any injuries is a necessity, if the victim intends to press charges against the assailant.

6) In cases where the victim downplays the entire incident, officers must remember that many victims only want police officers to stop the violence and nothing more. The officers should explain their law enforcement duties and, emphasize the danger of repeated beatings and the danger to her and her children. They should tell the victim that domestic violence usually increases in severity and frequency, and that her marriage will not improve until steps are taken to change the man's violent behavior.

7) If the officer is having trouble communicating, consider:

a) Leaving the victim alone for several minutes to collect her thoughts.

b) Having her call a friend or relative to come over during the rest of the police interview. Insure that the person called is not a cause of or a contributor to the violent situation.

c) Calling FACMT POC for assistance.

8) Explain procedures which are to follow and what actions are involved. Elicit the following specific information:

a) Nature/extent of injuries.

b) Use of force or weapons involved.

c) Threatening language or actions.

d) Nature of the conflict leading up to the violence.

e) History of past conflict violence, and of previous police interventions.

f) Legal status of the relationship with the assailant.

g) Previous attempts to sever the relationship with the assailant.

h) Civil injunctions or pending charges now in effect against the assailant.

i) Alcohol or drug abuse problems of the assailant.

9) Once the above information has been gathered, the officer should repeat a summary of the facts to the victim. This is a self-correcting exercise in which the officer should ask the victim to revise any wrong information, interpretations, or conclusions.

10) If the assailant has left, ascertain his description, mode and direction of travel, and whether he is carrying a weapon. Notify the desk accordingly.

h. Interviewing the Assailant:

1) Sit across from the assailant (Out of his reach).

2) Be alert for any outburst of violence at the slightest provocation.

3) Do not touch the assailant, unless force is needed for restraint.

4) If the assailant is yelling, say nothing until he has calmed down.

5) If he becomes threatening, give him a direct and specific order to stop.

6) Once he has calmed down:

a) Suggest assailant take several deep breaths to relax further.

b) Give him time to regain his composure.

c) Explain what will happen next and why.

d) Begin the questioning in a businesslike demeanor.

e) Do not do anything to aggravate the situation by making him feel inferior, powerless, or ridiculed.

f) Do not minimize the seriousness of the assault or indicate sympathy.

7) Questioning the assailant should be direct and concise, and should be conducted in a fact-finding manner. Take special care to insure the assailant's constitutional right of due process, and protection against self incrimination.

8) The officer will need to establish probable cause, and whether the assault was accidental, a matter of self defense, or a criminal violation.

9) Be alert to areas of inquiry that make the assailant uncomfortable, as indicated by sudden silence, moodiness, shifting the conversation, or a sudden outburst. Remain silent or gently probe for more details. If the assailant resists, go on to other matters, and return to the uncomfortable topic later.

10) Do not smile or nod in agreement when the assailant is denying or minimizing the violent episode, or shifting the blame for his behavior to the victim. This will merely reenforce his feelings.

11) Summarize the data obtained, as done with the victim.

i. Interviewing Witnesses:

In conducting witness interviews, especially when the witnesses are neighbors/complainants, Military Police Investigators (MPI) should be utilized. This will reduce the potential of future neighborhood violence, where retaliation by the assailant/victim is feared. Plainclothes officers can significantly reduce the negative connotation presented by uniformed officers interviewing third parties. However, if MPI resources are not available, or the uniformed officer feels that the interview is necessary immediately, the following guidance is provided:

1) Never conduct witness interviews with your partner alone in the household with the assailant.

2) Do not interview witness in victim's immediate presence, but keep her in view.

3) Make an assessment of the witness's reliability. Ask the witness what he/she saw or heard, and attempt to verify that the person was in a position to see or hear what happened.

4) Ask the witness of any previous assaults within the household, and if the victim has been injured before.

Also, ask about the presence of weapons in the household.

5) Questioning children who live in the household:

- a) Done carefully and gently.
- b) Ask only general questions about the assault.
- c) If the child show signs of trauma or distress, stop questioning.
- d) If a weapon was used and the officer thinks the children are exposed to a dangerous and traumatic situation, contact FACMT PDC for guidance.
- e) Do not separate children from the victim, unless the victim requires medical attention. In these cases, officers should coordinate care for children (i.e. neighbors, relatives, emergency care.).
- f) Many cases of spouse abuse also involves child abuse. Statistics reveal that 50% of the batterers abuse their children, and 40% of women who abuse their children are also abused wives. Therefore, look for indicators:

(1) Bruises: Facial bruises (Especially on an infant), bruises on the back side of the body, those appearing in unusual patterns that might indicate an instrument, or bruises in various stages of healing.

(2) Burns: Immersion burns, cigarette burns, rope burns, dry burns from a hot surface or hot implement, or scattered burns from spattering by hot liquids.

(3) Head injuries: Absence of hair, welts, or abnormal swelling.

(4) Abnormal behavior: Extreme passivity or aggression, hyperactivity, role-reversal behavior with parent, fear of adults, or withdrawal and wariness of strangers.

If any of the above occurs, the officer should ask the child about them, if the child is old enough to respond. The parents should then be asked. Officers should determine if the injuries are consistent with the child's age. Further, if there are no indicators of abuse, the child should be asked if he or she is now or ever has been in fear of abuse. If officers suspect child abuse or

neglect, they should use proper agency procedures to protect the children (Contact FACMT POC).

NOTE:: As done with the victim in spouse abuse situations, suspected child abuse injuries should also be photographed.

ELD 4: Depart the scene of a domestic disturbance.

3. STEP 11, LEAVING THE SCENE:

a. When leaving the scene of a domestic disturbance, MPs should be polite, and close the door behind them.

b. When no action is taken by the MPs at the DD, before leaving the scene, they should resolve for themselves that:

- 1) No crime has been committed.
- 2) No crime is in progress.
- 3) Neither party has been intimidated into silence.

This is accomplished by inspecting the premises and interviewing family members and neighbors. Following their decision to leave the scene, the officers should depart promptly, lest they become targets for citizen complaints of police harassment or officer officiousness.

NOTE WARNING: Be on your guard when leaving the quarters, for this has been the scene of police officers being assaulted or killed. Officers should follow the same procedures in departing, as they did in arriving to the scene (i.e. Never walk together, and cover the other's movements, while maintaining surveillance of the dwelling.). During the period 1980-1982, four police officers were killed as they exited the scene of a domestic disturbance. Two case incidents are:

* January 1982: After intervening in a domestic disturbance dispute, which was supposedly resolved, by having the wife and daughter leave the quarters, a police officer was shot and killed with a 22 cal. rifle, by the inebriated husband, as he (officer) left the residence.

* November 1982: After conferring with an individual at the scene of a disturbance, a police officer was shot in the back and killed with a 30 cal. rifle, as he left the residence.

END OF LECTURE PRESENTATION - QUESTIONS/DISCUSSION?

INCLOSURE 1 TO LESSON 3

ESTABLISHING BEHAVIORAL GUIDELINES

(Spouse Abuse: A Curriculum Guide for Police Trainers, by Nancy Loving, 1981)

People in crisis situations are often disoriented and confused, resulting in their misinterpretation of what the officers say and do. The following provides guidelines for verbal and non-verbal behavior, as well as for calming and interviewing techniques:

1. Non-verbal behavior - Reflects one's attitudes and sensitivity to others, making them as important as spoken communication:

a. Posture: If the officers need to maintain or restore order or authority, they should stand; if they wish to gather information or provide support, they should sit, but only if everyone is sitting.

b. Gestures: Authoritarian gestures, such as placing hand on service revolver or club, crossing arms or placing hands on waist, should be avoided in order not to provoke violent outbursts; removing uniform hat indicates friendliness and relaxation; nodding head indicates acceptance.

c. Distance: People feel comfortable with varying degrees of distance from people with whom they are speaking; closer spaces express intimacy and wider spaces express formality; officers should let the other person define the space, unless a close space expresses hostility and menacing behavior toward the officers.

d. Touching: Some victims will appreciate a comforting touch from the officers but others will be offended by such an action. Verbal cues, such as "Here take my hand for support if you like," are helpful to avoid misinterpretations; officers may let victim initiate the touching and they should not stiffen or draw back if this occurs.

e. Eye contact: Establishes a feeling of concern and encouragement between people, but will not be continued if one person is made uncomfortable or anxious by it; should not be used to intimidate people.

2. Communications skills - Can greatly improve information

gathering and helping individuals cope with crisis:

a. Open questions: Inviting the speaker to elaborate on the situation from his or her point of view, increases feelings of being understood; stock questions are: "How do you feel about that?" "Tell me more." "Give me an example." "What does that mean to you?"

b. Active listening: Understanding the hidden meaning behind factual response; officer interprets underlying emotions and responds in a short neutral statement; if a person says, "My wife is always with the kids," the officer could respond "You don't get to spend as much time with her as you want."

c. Clarification: Interrupting the speaker to ask about what was just said, indicating an interest in details and a concern for what is being said; should be used only when the person has finished a segment of the story.

d. Summarization: Demonstrates interest to the speaker in what is being said by being able to recount the story thus far.

e. Allowing Silence: Demonstrates sensitivity to the speaker's confused emotional state and allows time for collecting one's thoughts.

f. Stating the obvious: Reducing the speaker's confusion by making clear statements of fact; offer support and security, such as "I am here to help." or "I know this is hard for you to talk about."

POLICE ROLE IN RESPONDING TO SPOUSE ABUSE AND WIFE BEATING

STEP VIII _____ ESTABLISHING CONTROL.

STEP IX _____ ASSESSING THE SITUATION.

STEP X _____ CONDUCTING THE INTERVIEW

- INTERVIEWING THE VICTIM
- INTERVIEWING THE ASSAILANT
- INTERVIEWING WITNESSES/CHILDREN

ESTABLISHING BEHAVIORAL GUIDELINES

1. NON-VERBAL BEHAVIOR:
 - a. POSTURE
 - b. GESTURES
 - c. DISTANCE
 - d. TOUCHING
 - e. EYE CONTACT

2. COMMUNICATION SKILLS:
 - a. OPEN QUESTIONS
 - b. ACTIVE LISTENING
 - c. CLARIFICATION
 - d. SUMMARIZATION
 - e. ALLOWING SILENCE
 - f. STATING THE OBVIOUS

MILITARY POLICE UNIT TRAINING PROGRAM

LESSON 4

LESSON PLAN COVER SHEET

SUBJECT AREA: Spouse Abuse and the Military Police

TASK TITLE: Discuss the Civilian and Military Legal Aspects of Spouse Abuse and it's Impact on Law Enforcement.

TYPE: Lecture, group discussion.

ESTIMATED TIME: 60 minutes.

TOOLS, EQUIPMENT, AND MATERIALS: Classroom.

PERSONNEL: Principle Instructor.

TRAINING AIDS: None.

INSTRUCTOR REFERENCES:

1. Manual for Court Martial (MCM), 1969 (Revised edition).
2. FM 27-1, Legal Guide for Commanders.
3. Resource paper (Attached).

STUDENT STUDY ASSIGNMENT: None.

PROPOSER SCHOOL: To be determined.

LESSON PLAN: Spouse Abuse and the Military Police

Terminal Learning Objective.

TASK: Discuss the Civilian and Military Legal Aspects of Spouse Abuse and it's Impact on Law Enforcement.

CONDITION: Lecture and Group Discussion in classroom.

STANDARD: The student will be able to recognize the differences and similarities between the civilian and military legal systems in handling spouse abuse, to include the impact of state court jurisdiction on military bases, and punishable/nonpunishable spouse abuse offenses under UCMJ.

INSTRUCTOR NOTES

1. Lesson 4 is designed to be given after the MP has received Lessons 1-3. It does not have to immediately follow the first three lessons, but can be scheduled later whenever training time is available.
2. Lesson material can be covered in approximately 40-45 minutes, however, the instructor should plan on at least 15 minutes for discussion.
3. The instructor's manuscript closely follows the attached resource paper. In fact, pages are referenced to assist the instructor. Therefore, it is strongly recommended that the instructor thoroughly study the resource paper prior to class.
4. The attached resource paper is very general in nature. It's purpose was to provide an easily comprehensible document on the legal system and it's impact on spouse abuse. Although a lot of the information may seem too basic, the instructor should realize that he/she may be instructing MPs who need the "basics." Never assume the intelligence level of your audience.

INSTRUCTOR MANUSCRIPT

1. Introduction: Summarize why MPs need to understand the legal aspects of spouse abuse:

a. Contrary to personal beliefs and convictions, spouse abuse is a crime.

b. As professional law enforcement officers, we are bound to enforce the law.

2. Civilian Legal System:

a. To properly discuss the military legal framework in handling spouse abuse, one must have at least a general understanding of the civilian legal system. Why?

1) Civilian laws often impact on the military legal system (i.e. Cite examples of off post offenses and cases where abusing spouse is a civilian.).

2) Legal system is designed to allow a spouse the option of seeking justice through the civilian versus military system (Dependent on location and jurisdiction.).

b. Overview of civilian legal system's capability of dealing with spouse abuse (Refer to page 2, Resource paper.):

1) Law enforcement agency (Police) - Identical actions/services as military.

2) Criminal Courts - Pretrial diversion or conviction.

3) Civil Courts - Temporary protection orders, temporary restraining orders, separation, and divorce.

c. Legislation against spouse abuse:

1) 21 states (Resource paper) had enacted laws categorizing spouse abuse as a criminal offense in 1981. Currently (1984), the figure is 22, with numerous states pending legislation.

2) As of 1981, 34 states had provided specific civil remedies (i.e. Ordering batterer to stop abuse, stay away from spouse, leave the residence, or settle financial obligations.).

d. Problems with the civilian legal system (Two most

obvious):

1) Timeliness in obtaining justice (Discussion on page 3, Resource Paper.).

2) Unwillingness of abused to seek prosecution (Discussion on page 3, Resource Paper.).

3. Military Legal System:

a. UCMJ jurisdiction - Discuss O'Callahan v. Parker (1969) "service connected" ruling (Page 4, Resource Paper), and Relford v. Commandant (1971) offense military in character or occurred while offender was on base, or on duty in some military capacity.

b. Military legal system applies whether or not the wife is in service.

c. Does not apply if husband is a civilian, since it is the military status of the accused which determines military jurisdiction.

4. State Court jurisdiction on military bases:

a. State statutes for spouse abuse are enforceable on military personnel, in those cases where the crime occurred off base, and also where the military base is not one of exclusive federal jurisdiction.

b. State court has authority on military bases to deliver and serve court papers (i.e. Warrants, summons.), reference Article 14, UCMJ.

c. Once the state has obtained personal jurisdiction over the serviceman, it exercises the same power as it would off base (Cite example JAGA 1962, page 4, Resource Paper.).

5. Disciplinary actions under UCMJ:

a. Cite the role of the Family Advocacy Program in assisting commanders with spouse abuse cases (Page 5, Resource Paper.).

b. Three courses of action available to the commander:

1) Administrative - (Review list on pages 5-6, Resource Paper with class).

2) Nonjudicial Punishment - (Review punishments, page 6, Resource Paper with class.).

3) Judicial Punishment - Summary, Special, and General Court Martial.

NOTE: Although the above courses of action should already be known to the MP, it was included into the lesson to emphasize the magnitude of how spouse abuse could be handled in the military legal system. Emphasize to the class, that spouse abuse is a crime and will be processed in one of the three methods identified.

6. Punishable spouse abuse offenses under UCMJ:

a. The crime of spouse abuse is not categorized separately under UCMJ, however, there are several punitive articles that could be utilized in preferring charges for spouse abuse (Refer to pages 7-8):

- 1) Article 92 - Violation of a regulation.
- 2) Article 107 - Knowingly making a false official statement.
- 3) Article 118 - Attempted murder.
- 4) Article 119 - Attempted voluntary manslaughter.
- 5) Article 124 - Maiming.
- 6) Article 125 - Sodomy.
- 7) Article 128 - Assault.
- 8) Article 133 - Conduct unbecoming of an officer.
- 9) Article 134 - General article.

b. Two articles/crimes that cannot be charged against a batterer are rape (Article 120) and indecent assault (Article 134), since both offenses stipulate "female not his wife." In these situations, the victim's alternative is to seek recourse with the civilian court system, or in a rape of a wife, the serviceman could be charged under UCMJ for the assault that overcame resistance, if such occurred.

NOTE: The above discussion is essentially a review of what was presented in Lesson 1. However, since Lesson 1 just briefly covered this area, now would be a prime time to solicit student discussion/questions. Also, the instructor may utilize VGT #5, from Lesson 1, for this portion of the lesson.

7. Problems with the military legal system:

a. Discretionary ability of commanders - Discuss the military legal system's safeguards (i.e. SJA and immediate commander) to quell MP thoughts of commanders' not taking action on spouse abuse cases.

b. Unwillingness of abused in seeking prosecution - Discuss exception to the husband-wife privilege ruling, and also the problem of enforcing this.

8. Conclusion:

The above discussion has dealt with a general overview of the civilian and military legal systems, and how they impact on the crime of spouse abuse. It's purpose was to provide a basic understanding of the legal system and how it impacts on the crime. MPs must fully understand the criminal implications of this crime (Both civilian and military) in order to react effectively, when confronted with a spouse abuse situation. Although a lot of discussion that described the legal process is applicable to other crimes, the intent was to reenforce the fact that spouse abuse is a nationally recognized crime and not a "family problem." In addition, the intent was not to push the judicial process against abusers, but to describe the parameters of how this crime can be handled in the military; administratively, nonjudicially, or judicially. As stated, a key individual in the military legal system is the unit commander, for he, in most cases, has sole responsibility in determining the extent of disciplinary action. It is for this reason that the MPs have a key role; to insure spouse abuse cases are handled properly, and that reports are accurately and unbiasedly recorded, to allow the commander to make a sound decision.

END OF LECTURE PRESENTATION - QUESTIONS/DISCUSSION?

LEGAL ASPECTS OF SPOUSE ABUSE

by

Ted W. Hashimoto, MAJ, MP

A Resource Paper Submitted to Support Lesson 4,
Spouse Abuse Unit Training Program

1 September 1984

INTRODUCTION

There is a definite need for Military Police to know and understand the military legal system as it pertains to spouse abuse. Why? First and foremost, he must often, contrary to his own personal beliefs and convictions, understand that spouse abuse is a crime, that must be reported and processed. Secondly, he should understand the differences of legal classification and processing between the civilian and military legal system, which places the military into a completely different category.

The first rationale is stated because spouse abuse is a relatively new social crime. It did not really present itself as a major problem or crime until the 1960s when the Women's Movement surfaced this hidden "family problem." An outgrowth of this movement has seen several states defining spouse abuse as a criminal act (vs. a family problem). (Anderson, 1984). The average MP on the street is 18-22 years old (E-1 to E-4 rank), and may have been brought up in a social atmosphere which classified spouse abuse as a family problem. He may even have witnessed spouse abuse within his own family, and has also implemented a like type of "punishment" upon his spouse. If an MP can understand and appreciate the legal prohibitions of this crime, he will become a better qualified law enforcement officer, who is better able to unbiasedly react and report these crimes. Also, an understanding of the legal system and the recognition that spouse abuse is a crime, may be the catalyst necessary to straighten the MP who is also abusing his wife. This is certainly not to imply that the MP Corps has a lot of problem soldiers, but to assume that all MPs are "straight" and law abiding citizens, would in my opinion, be a dangerous assumption to make. Also, based on the assumption that there are MPs who do abuse their wives, it should also be assumed that in spite of education in legal awareness, there will be a certain percentage who will refuse to change their ways. Hopefully, this will only constitute a small percentage, whose problems will eventually surface. Therefore, the following is a discussion of the legal system as it impacts on spouse abuse.

CIVILIAN LEGAL SYSTEM

To properly discuss the military legal framework in handling spouse abuse, one must have at least a general understanding of the civilian legal system. This is necessary, since civilian laws often impact upon the

military legal system . For example, civilian laws apply to off post offenses of servicemen and also in cases where the abusing spouse is a civilian (The civilian abuser in this case, would not be subject to UCMJ). Additionally, the legal system is designed to allow a spouse the option of seeking justice through the civilian versus the military legal system (Dependent upon location and jurisdiction). (West, Turner & Dunwoody, 1981). The following chart (Barnett and Landis, 1981) and subsequent discussion provides an overview of the civilian legal system in dealing with spouse abuse:

LEGAL SERVICE SYSTEM	POSSIBLE ACTIONS/SERVICES
Law Enforcement Agency (Police)	<ol style="list-style-type: none"> 1. 24 hour availability to stop assault. 2. Arrest of the abuser. 3. Referral (Shelter or other social service). 4. Assistance in getting medical help.
Criminal Courts	<ol style="list-style-type: none"> 1. Pretrial diversion (May result in mandatory counseling or probation). 2. Conviction (May result in mandatory or discretionary counseling, probation, fine, and/or imprisonment.
Civil Courts	<ol style="list-style-type: none"> 1. Order for protection from abuse. 2. Temporary Protection Order or Temporary Restraining Order for protection from abuse. 3. Separation, divorce, and child custody.

As depicted above, the civilian legal system is capable of handling spouse abuse cases in much the same way as it handles other cases. It has the latitude to allow the complainant to seek protection or justice from either it's criminal or civil court system. The criminal court system is utilized in those cases where an arrest or complaint is made. Since most forms of spouse abuse constitute physical harm or assault, it can be prosecuted as a crime. In fact, 21 states have already enacted laws that make wife abuse a separate criminal offense (Barnett

and Landis, 1981). The victim can also seek help from the civil court system, which is capable of ordering the batterer to stop abusing his spouse, stay away from the spouse for a period of time, leave the house, as well as settle financial obligations (i.e. Child support, mortgage payments, medical expenses, and attorney fees). Currently there are 34 states that provide a specific civil remedy for an abused spouse (Barnett and Landis, 1981).

There are several problems inherent with the civilian legal system, in dealing with spouse abuse. Probably the two most obvious problems are the timeliness in obtaining justice and the unwillingness of the abused to seek prosecution.

Timeliness in obtaining justice requires no historical background data, for it is a known fact that the American legal system is often swamped and subsequently backlogged with processing it's court cases (Martin, 1976). This delay in seeking justice/protection only extends and complicates the problem in resolving these cases. It must be understood that judicial timeliness is a system problem, and one that can only be resolved by the higher levels of government. However, it's impact on the problem at hand, may result in more frequent use of plea bargaining or pretrial diversions (Barnett and Landis, 1981), which may not attain the desired results.

The second problem, which is the abused spouse's lack of willingness to seek prosecution, constitutes a societal problem. It is only natural for the spouse to be extremely hesitant in bringing charges against someone so close as her husband. To do so may compromise her moral or religious convictions, besides experiencing shame and fear (Loving, 1980). In addition, it creates a significant amount of frustration upon the police and prosecutors, who feel that the victim will ultimately withdraw the complaint (Martin, 1976). The increased attention spouse abuse has recently received, is in fact an effort to convince abused spouses to seek legal action. Hopefully, this movement will lessen the societal "taboos" of reporting these crimes, and ultimately cause an influx of complaints and subsequent legal/court action.

MILITARY LEGAL SYSTEM

The military is structured quite differently from the civilian legal system, in that it has it's own separate legal system, known as the Uniform Code of Military Justice (UCMJ). The UCMJ was enacted as part of the Act of 5 May

1950. It was thereafter revised, codified, and enacted into law as part of Title 10, United States Code, by the Act of 10 August 1956 (MCM, 1969). Under Article 36 of the UCMJ, rules and regulations applicable to the administration of the UCMJ are at present compiled in the Manual for Courts Martial (MCM). The UCMJ's relationship with state courts, and its application in dealing with spouse abuse in the military are discussed below:

UCMJ Jurisdiction: Although all service members are generally subject to the laws of the jurisdiction in which they are stationed, state and federal in the United States, or that of a foreign country when abroad, they are additionally, with certain exceptions, subject to the Uniform Code of Military Justice. The Department of Defense and the service departments issue regulations interpreting the UCMJ, which govern the conduct of service members. These along with court decisions comprise the body of military law (West, Turner & Dunwoody, 1981).

Reference *O'Callahan v. Parker*, 395 U.S. 258, 2.S.S.L.R. 3068 (1969), the Supreme Court has ruled that jurisdiction under the UCMJ attaches only to "service connected" offenses. In general, military jurisdiction is found when the offense is essentially military in character, or occurred while the offender was on base, or on duty in some military capacity (*Relford V. Commandant*, 401 U.S. 3.S.S.L.R. 3795 (1971)). The military legal system applies whether or not the wife is in the service. However, it does not apply if the husband is a civilian, since it is the military status of the accused which determines whether military jurisdiction applies (West, Turner & Dunwoody, 1981).

State Court Jurisdiction on Military Bases: State statutes for spouse abuse are enforceable on military personnel, in those cases where the crime occurred off base, and also where the military base is not one of exclusive federal jurisdiction. Additionally, a state court has the authority on military bases to deliver and serve court papers (warrants, summons), which is authorized separately under Article 14 of the UCMJ (West, Turner & Dunwoody, 1981).

Once the state has obtained personal jurisdiction over the serviceman, it exercises the same power as it would off base. For example, in JAGA 1962/3507 26 February 1962, a divorce case handled by a state court, which had personal jurisdiction, ordered a respondent serviceman to not visit his assigned family quarters on a base that was under

exclusive federal jurisdiction. The Judge Advocate General of the Army held that the Army should abide by the ruling (West, Turner & Dunwoody, 1981).

Disciplinary Actions Under UCMJ: It is here where the military is distinctly different from the civilian legal system. Complaints or charges are forwarded to the serviceman's immediate commander. It is the commander's responsibility to conduct a preliminary inquiry into the charges or the suspected offenses (MCM, 1969). Once charges have been preferred by swearing out formal criminal charges, the appropriate commander (depending on the seriousness of the crime), then decides whether to handle the case by administrative action, nonjudicial or judicial process (FM 27-1, 1981). This is a very important step in the legal process, for each offense under the code carries a maximum punishment, but punishment is further limited by the type of proceeding in which the charges are disposed of. The key element here is that, in the military, this critical responsibility of determining the extent of disciplinary action rests with the commander. A significant military program/activity that assists the commander in determining his/her disciplinary courses of action, is the Family Advocacy Program. The program, under the supervision of the Family Advocacy Case Management Team (FACMT), monitors and records all spouse abuse cases, provides counseling services, and coordinates/advises the commander on the success/failure of a serviceman's rehabilitative efforts (AR 608-1, 1983). The following is a discussion of three courses of action available to the commander:

Administrative: This is the lesser of all three courses of action available to the commander. Some of the more common actions that result from selecting this course of action are (FM 27-1, 1981):

1. Taking no action at all (Clearing individual of all charges.).
2. Admonitions and reprimands.
3. An order directing the abuser to move back on post or into the barracks for a period of time (i.e. quarters termination.).
4. Restriction to post or unit area for a period of time.
5. An early return of dependents (overseas).

6. Revocation of security clearance.
7. Bar to reenlistment.
8. An order to participate in a counseling program (Family Advocacy Program).
9. Elimination from service.
10. Reduction for misconduct.
11. Denial of privileges.

Nonjudicial Punishment: This constitutes the next higher course of action available to the commander. Nonjudicial punishment proceedings (formal or informal) are conducted under Article 15 of the UCMJ (MCM, 1969). In these proceedings, the commander basically acts as the judge, and courtroom rules of evidence do not apply. It allows the commander to administer an expeditious noncriminal disciplinary proceeding, with limited punishment. Common actions that result from these proceedings are (MCM, 1969):

1. Reduction in rank (Dependent upon the rank of the serviceman).
2. Forfeiture of pay.
3. Extra duty.
4. Restriction.
5. Correctional custody.

NOTE: Refer to page 3-3, FM 27-1, for Table of maximum nonjudicial punishment.

Judicial Punishment: This is the highest form of disciplinary action available to the commander, and is used to handle those cases too serious to warrant nonjudicial punishment. Judicial punishment or trial by court-martial, is handled in one of three ways of increasing severity: summary court-martial, special court-martial, and general court-martial (MCM, 1969).

Summary court-martial consists of one officer acting as judge and prosecutor, but unlike the Article 15, rules of evidence apply. A summary court-martial cannot sentence an accused to a discharge, and the maximum sentence, which depends on the rank of the serviceman, is quite limited (Confinement at hard labor for one month, forfeiture of 2/3

month's pay for one month, and reduction in grade.).

Special court-martial consists of at least three members, as well as a military judge, a trial counsel, and a defense counsel. Punishment includes confinement at hard labor for six months, reduction to the lowest enlisted grade, and a Bad Conduct Discharge (BCD) if it is a BCD special court-martial (FM 27-1, 1981).

The general court-martial tries the most serious offenses. It consists of at least five members, as well as a military judge, a trial counsel, and a defense counsel. The counsels must be qualified lawyers (FM 27-1, 1981).

NOTE: Refer to paragraph 127, MCM, for "Table of Maximum Punishments."

Punishable Spouse Abuse Offenses Under UCMJ:

The crime of spouse abuse is not categorized separately under the UCMJ, however, there are several punitive articles that could be utilized in preferring charges for spouse abuse. The two significant crimes that cannot be charged against a batterer are rape (Article 120) and indecent assault (Article 134), since both offenses stipulate "female not his wife" (MCM, 1969). In these situations, the spouse's alternative is to seek recourse with the civilian court system, or in a rape of a wife, the serviceman could be charged under UCMJ for the assault that overcame resistance, if such occurred (Tomes, 1984). The following are the more common UCMJ Articles that could apply to spouse abuse (MCM, 1969 and West, Turner & Dunwoody, 1981):

1. Article 92 - Violation of a Regulation (i.e. Failure to provide support, or adhere to requirements of the Family Advocacy Program - AR 608-1.).
2. Article 107 - Knowingly making a false official statement (i.e. During investigation on injuries to spouse.).
3. Article 118 - Attempted murder.
4. Article 119 - Attempted voluntary manslaughter.
5. Article 124 - Maiming.
6. Article 125 - Sodomy.
7. Article 128 - Assault: Covers simple assault

and encompasses two forms of aggravated assault that are relevant:

a. Assault with a dangerous weapon or other means of force likely to produce grievous bodily harm.

b. Assault in which grievous bodily harm is intentionally inflicted.

8. Article 133 - Conduct unbecoming an officer.

9. Article 134 - General article:

"Makes punishable all acts not specifically prescribed in any other article of the code when the amount of disorder or neglect to the prejudice of good order and discipline in the armed forces or to conduct of a nature to bring discredit upon the armed forces . . .
(MCM, 1969)

Examples of violations of this article are communicating a threat, assault with intent to commit sodomy, voluntary manslaughter or murder.

NOTE: Refer to Appendix 12, MCM for "Table of Commonly Included Offenses."

Problems with the Military Legal System:

There are two obvious problems with the military legal system; discretionary ability of the commander in deciding disciplinary courses of action, and the unwillingness of the abused in seeking prosecution. However, the military legal system has enacted certain safeguards to try to handle these apparent flaws in the system, which are discussed below:

The discretionary ability of the commander may appear to be a major fault in the system. One may question the personal biases of a unit commander, who has not been trained as a legal professional, in dealing with such sensitive issues. Additionally, his maturity may also be questioned, since most unit commanders are between 25-30 years of age. However, the military legal system has incorporated several safeguards to minimize improper/illegal acts. First of all, the Staff Judge Advocate's Office is designed to provide legal advice to commanders at all levels (FM 27-1, 1981). This greatly assists the commander in selecting the proper course of action. Additionally, the unit commander's immediate

commander is usually kept abreast of all subordinate legal proceedings, since most formal actions are normally reviewed by him/her. Also, the superior commander has the ability to withhold jurisdiction and act upon the case himself (Tomes, 1984).

The second problem is identical to the civilian legal system, which is the unwillingness of the abused in seeking prosecution. The military has established an exception to the husband-wife privilege ruling (Exception to Rule 504c(2)(A), in that a person has no privilege to refuse to testify against his or her spouse "in proceedings in which one spouse is charged with a crime against the person or property of the other spouse or a child of either . . ." (MCM, 1969). This provision rests in part on *Wyatt v. United States*, 362 U.S. 525, 1960 (Saltzburg, Shinasi & Schlueter, 1981). However, there is an inherent problem with forcing a witness to testify. The trial counsel would probably need a court order from the U.S. Attorney to subpoena the unwilling spouse, which does not guarantee that her testimony will be effective for the prosecution (Radis, 1984).

CONCLUSION

The above discussion has dealt with a general overview of the civilian and military legal systems, and how they impact on the crime of spouse abuse. Its purpose was to provide a basic understanding of the legal system and how it impacts on the crime. MPs must fully understand the criminal implications of this crime (Both civilian and military) in order to react effectively, when confronted with a spouse abuse situation. Although a lot of discussion that described the legal process is applicable to other crimes, the intent was to reinforce the fact that spouse abuse is a nationally recognized crime and not a "family problem." In addition, my intent was not to push the judicial process against abusers, but to describe the parameters of how this crime can be handled in the military; administratively, nonjudicially, or judicially. As stated, a key individual in the military legal system is the unit commander, for he/she, in most cases, has sole responsibility in determining the extent of disciplinary action. It is for this reason that the MPs have a key role; to insure spouse abuse cases are handled properly, and that reports are accurately and unbiasedly recorded, to allow the commander to make a sound decision.

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MILITARY POLICE UNIT TRAINING PROGRAM

LESSON 5

LESSON PLAN COVER SHEET

SUBJECT AREA: Spouse Abuse and the Military Police

TASK TITLE: Apply Teaching Points from Lessons 1-3, in Handling Spouse Abuse Situations.

TYPE: Role Playing Exercises, group discussion.

ESTIMATED TIME: 60 minutes.

TOOLS, EQUIPMENT, AND MATERIALS: Classroom.

PERSONNEL: Principle Instructor and selected role playing participants.

TRAINING AIDS: Role Play #2 requires toy gun and bat.

INSTRUCTOR REFERENCES:

1. FM 19-10, 1976, (Chapter 7).
2. International Association of Chiefs of Police (IACP) Training Key #209 (1974), Crisis Intervention.
3. IACP Training Key #245 (1976), Wife Beating.
4. IACP Training Key #246 (1976), Investigation of Wife Beating.
5. Police Science Services Study Notes (1977), Domestic Disturbances.
6. Instructor's Manuscript (Lessons 1-3 and attached).
7. Police Executive Research Forum, Spouse Abuse: A Curriculum Guide for Police Trainers, Nancy Loving, 1981 (If available).

STUDENT STUDY ASSIGNMENT: None.

PROPOSER SCHOOL: To be determined.

LESSON PLAN: Spouse Abuse and the Military Police

Terminal Learning Objective.

TASK: Apply Teaching Points from Lessons 1-3, in Handling Spouse Abuse Situations.

CONDITION: Role Playing Exercises and Group Discussion in classroom.

STANDARD: The student will be able to observe, experience, and critique simulated conditions depicting MP response and intervention in spouse abuse situations.

INSTRUCTOR NOTES

1. The instructor for this exercise should ideally be the same instructor who conducted lessons 1-3, or if not available, one who is at least familiar with the contents of those lessons.

2. Four role playing exercises are provided. The instructor should select three, and plan each exercise to last 15 minutes, including discussion. The remaining 15 minutes is allotted for overall discussion/critique and course wrap-up.

3. Three of the exercises (1-3), to include the below listed Instructor's Guidelines, were taken (With permission) from Nancy Loving's Spouse Abuse: A Curriculum Guide for Police Trainers (1981). The fourth exercise (Role Play #4) was provided by Ms Loving, after conducting similar type role playing classes with the Quantico Marine MPs. Certain portions of the role playing exercises pertaining to subject/victim job and residence descriptions, were purposefully changed to add realism (Military) to the exercises.

4. Instructor Guidelines (Nancy Loving's Spouse Abuse: A Curriculum Guide for Police Trainers (1981):

The purpose of role playing is to help officers visualize different situations they will encounter, to sensitize them to other people's feelings and perspectives, and to develop new skills. Since these exercises are best conducted in small groups, the officers should be divided into groups of eight to ten. However, the entire class could observe and critique each role play. Also, videotaping the role plays is a good way to critique officer performance.

Opinion is divided about using civilian actors to portray the non-police role in these exercises. Some people believe that actors can provide a more realistic portrayal of real-life situations and, being strangers to the officers, they can best provide spontaneous interactions. Drama students from a nearby university (or the Post drama club) are particularly good resources, as they are eager to participate in these exercises and usually do so free of charge.

On the other hand, many trainers believe that it is unwise to use civilian actors. They prefer to allow the officers an opportunity to play all the roles in the exercise--victim, assailant and officer-- in order to develop an adequate understanding of each person's

perspective. It does seem counterproductive, however, to have an officer play a character of the opposite sex, as such portrayal would divert attention from the skills or experience that are the focus of the exercise. If, for instance, there are no women officers available to play the victim's role, a civilian woman should be selected to play it, but only one who has some experience in training or knowledge about the spouse abuse issue.

The following guidelines should be followed while conducting exercises:

a. Each participant will receive a brief role description that summarizes the situation and the character to be portrayed; participants are not to see or discuss each other's role description;

b. Participants are to play only the role assigned to them and not let personal feelings control their role portrayal;

c. Participants should be given five minutes to become familiar with their role descriptions;

d. Each role play will last eight to ten minutes, and participants will be given a two-minute warning to close out the exercise; and

e. Each role play will be followed by a discussion; participants should first describe how it felt to play their roles and how they perceived the others' reactions to their character; observer officers should then offer their reactions to and feelings about the exercise.

INSTRUCTOR MANUSCRIPT

ROLE PLAY #1

Task: To improve MPs interviewing techniques.

Situation: It is 2300 hours on a Friday night and MPs are sent to Quarters #234, a small split level house in the enlisted housing area, by a person who says he heard a woman's screams and glass breaking in his neighbor's house.

Man: (Jim) (You are 25 years old, an E-5, 76 Y Supply Specialist, with two years of college, married for five years with three children, ages 4, 2 1/2, and 4 months.)

You answer the doorbell and are shocked to see two MPs standing there. You are dumbfounded when they tell you they are there to investigate a report of violence and destruction. MPs have never been called to your house before and you don't know how to respond, but you refuse to let them come in.

Very coolly you tell the MPs that you and your wife had an argument and that there was some yelling, but no one got hurt and, as a matter of fact, you've kissed and made up. Further, you tell them that you've had a few beers and maybe you did raise your voice. Confide to the officers that your wife has been acting a little hysterical lately since the new baby came and that she doesn't seem to be her old self.

You do not want the officers to talk to your wife, since you know she ran up stairs with a bloody lip and locked herself in the bathroom, nor do you want them to see the kitchen where you broke all the plates and emptied the trash can on the kitchen floor.

You are feeling very confused and embarrassed by the presence of the MFs, but also angry and resentful at your wife for making you lose your temper and throwing those things. You also resent the time she spends with your three young children and feel trapped into having to go out and "bust your butt" to earn a living every day and provide for your family.

Woman: (Sally) (You are 24 years old, a housewife with one year of college, married for five years with three small children, ages 4, 2-1/2 and 4 months.)

You have locked yourself in the bathroom, trying to stop your nose and lips from bleeding, but you can't stop

crying. How, you keep wondering, did your once happy marriage turn into such a nightmare? You do everything for Jim and the kids but he's still not satisfied. You try every way to please him, but it still doesn't help. You know he's under pressure at work and you have tried to be understanding. Tonight, however he blew into a rage when he came home and you had not started dinner.

But this isn't the first time he's punched you. As a matter of fact, the beatings have been getting closer together and more violent — you are beginning to think next time he may really hurt you and maybe even hit the children. On the other hand, after the beatings he says he doesn't mean to hurt you, that he loves you, and that it won't happen again. Things seem to be okay for awhile after he "explodes." But you are now truly afraid of him and don't know what to do. Your family lives 500 miles away, you've only recently moved into the neighborhood, and you feel isolated and helpless. You are confused and frightened. You hear your husband talking to the MPs; hesitantly, you come downstairs.

MPs: (You are at the end of your shift and weary.)

You don't know what to make of this situation, as the man seems regular and acts normally. However, you are able to glimpse a terrible mess through a partially-opened kitchen door and you have a vague feeling that something is very wrong.

ROLE PLAY #2

Task: To alert the MPs to the unpredictability and danger of these calls.

Situation: It is 1700 hours on a Saturday afternoon. MPs are sent to Quarters 654 in the NCO housing area, to respond to a call from a woman who says her husband is threatening to kill her. She hangs up before the dispatcher can obtain additional information.

Man: (John) (You are 30 years old, an E-6 11B Infantryman, married for 10 years, with four children.)

You are fed up with your wife's constant nagging about your drinking and staying out late. You just want to go out and be with your buddies once in a while and have a few beers at the NCO Club. When you come home and she starts, you just "go off" and pop her one. She won't listen to you, and, besides, you think she should be put in her place once in awhile so she knows you are the man of the house.

Although you have not hit your wife in recent months, today you feel really agitated and have threatened to strangle her. You even threatened her with a handgun to set her straight and to get her off your back. You are enraged when you see the MPs come to your door but you stay calm, and go into the bathroom and fix the leaky toilet. You refuse to turn around when the officer comes into the bathroom to talk to you; when the officer taps you on the shoulder, you get angry, pull out a handgun from your waist, turn around and point the gun in the officer's face. You tell the officer you will blow his brains out if he doesn't leave your house and stop butting into your affairs.

Woman: (Pat) (You are 28 years old, a PX employee, with a high school education, married for 10 years, with four children.)

You are a deeply religious person and go to church everyday before going to work. You have raised four children and see yourself primarily as a wife and mother. You have withstood years of beatings from your husband because you believe in the power of prayer to change people and you abhor divorce. Besides, there are plenty of times when he treats you okay.

Today, though, he went "off" again after you complained that his after-work drinking session with his buddies lasted until 9 p.m., causing you both to miss a dinner engagement with some of your church friends. He's been acting crazy all day, threatening to pour DRAND down your throat and to throw you down the stairs. He even went so far as to get out his old handgun, load it and hold it to your head, saying "Say your prayers." You are scared that he is acting crazy, and you remember how violent he has been in the past.

You call the MPs and open the door when they arrive. You are somewhat hysterical and disoriented, and have a hard time explaining the situation to the MPs. One MP stays with you while the other goes to talk to your husband. After a few minutes you feel calm and the MP goes to join his partner who is with your husband.

You follow the officer and what you see scares you to death. Your husband is pointing his gun at the MPs head. You have to do something. You don't want your husband to die. You grab a bat and hit the MP on his back.

MP #1: (SP/4) You are the cool one so you decide to talk to the husband who, his wife said, is acting crazy.

You locate the man crouched over the toilet in the bathroom, evidently trying to fix a leak. He does not respond to your statements and refuses to acknowledge your presence. Finally, you tap him on the shoulder and ask him to step outside for a man-to-man talk. He appears annoyed but calm, and you are sure you can talk some sense into him or at least, convince him not to upset his hysterical wife.

MP #2: (SP/4) You are better at calming people in distress so you decide to talk to the woman. She is very hysterical but you manage to calm her by engaging her in a conversation about her church. After a few minutes you go to check out your partner.

ROLE PLAY #3

Task: To determine the veracity of conflicting accounts of a situation.

Situation: It is 2100 hours on a Sunday evening and MPs are sent to Quarters 45 in the Senior NCO housing area, to respond to a call from a man who reports screams from the next quarters.

Woman: (Mary) (You are 36 years old, a Department of Army Civilian (DAC) secretary, married for ten years, with two children, ages 9 and 8.)

Recently you have gone back to work and are enjoying your new job and new friends. Your husband, John, however, has not reacted well to the situation, despite the fact that he agreed that your family couldn't pay its bills unless you worked. He has become moody, withdrawn and hostile. He has also become increasingly aggressive and violent, hitting you if you argue with him.

You feel confused by and angry about his behavior, and you yell and hit him back. This only makes his beating of you more severe but you believe in fighting back. You are a strong person yourself and you don't like being pushed around.

Tonight you get into an argument in your bedroom about paying certain bills and he slapped you. You threw a brush at him, at which time he really "went off." He slapped you repeatedly and you screamed for help. He broke all your perfume bottles, tore your clothing and smeared your lipstick all over the bedspread. He then put a pillow over your face until you almost blacked out. Frightened and scared, you are relieved when two MPs show up at your quarters' door. You try to tell them your side of the

story but your husband refuses to let them in. You figure if they see the mess in the bedroom they'll believe you.

Man: (John) (You are 37 years old, an E-7 63 B Maintenance NCO, married for ten years, with two children, ages 9 and 8.)

Your family has been having money problems (New car, furniture, and also you just got billed for \$900 by the Government for excess baggage on your last PCS move.), so recently your wife went back to work as a secretary. You don't like the way she's been acting since she took her job; especially the extra attention she pays to her appearance when getting ready for work. You suspect she may be flirting with or playing up to the men in the office.

You are feeling particularly discouraged at this point in your life, as you work hard and have so little to show for it. Plus, your wife now has to go out and earn money. It makes you feel unmanly and unappreciated.

You also don't like it when your wife talks back to you--which she seems to do more and more. She always has the last word with you and never listens to anything you say. Finally, you just belt her one to get her to shut-up. Usually it works, but lots of times she hits back or throws something at you.

Tonight you had an argument in your bedroom over paying bills and she made a wisecrack about your small paycheck. You smacked her, she threw a brush at you, and the rest is a blur, except you do remember putting a pillow over her head.

You answer the door to find two MPs. You tell them to go away, that you will solve your own problems and that everything is under control. When they ask to come in and talk to you and your wife, you become adamant and demand a search warrant.

MPs: You respond to a call by a neighbor of reported violence and screams in the adjacent quarters. The man you meet at the door is uncooperative but all that you can see in plain view is a perfectly neat and orderly living room and dining room. Nothing looks disturbed or unusual.

ROLE PLAY #4

Task: Conducting referral of a spouse who has a language problem.

Situation: It is 2200 hours on a Saturday evening, and MPs are sent to Quarters 98, NCO housing area, to respond to a call from a woman, who in broken English, reports that her husband beat her and the children.

Man: (James) (You are an E-6 11B Infantryman, married to a Korean wife for 11 years, with four children, all under the age of 6.

You are a "Gung-HO" (Jungle expert, Airborne, Ranger) NCO, recently assigned to the post from Korea. You have been having trouble ever since you got here and are particularly upset with your 1SG. You are also fed up with family obligations (monetary) on your wife's side. Tonight you hit your wife and kids. MPs showed up at your door and you refuse to let them in. You believe that you are the boss of your house and that no one has any business messing in your affairs. Besides, you smacked your wife around in Korea and nobody said anything.

Wife: (Lee) (You are a Korean wife with 4 kids under the age of 6. Also, you can't speak English very well.)

You are new to the post and don't know anyone. Your husband regularly beats you and the kids, and you are becoming fearful for your life. Your husband treats you like a slave and a maid. Recently, you heard that MPs had arrested one of your neighbors for beating his wife. After tonight's beating, you call the MPs, hoping they will arrest your husband. You resist any efforts to be taken from the quarters.

MPs: You get a call from a foreign born wife, who in broken English reports that her husband beat her and their four children. She sounded very frightened.

Upon arriving at the quarters, you talk to the SSGT and quickly figure out he's the source of the problem, and definitely a threat to his wife and kids. You think the wife and kids should be taken to the Emergency Room and also taken to a Battered Women's Shelter where they will be safe.

APPENDIX 5 (SUMMARY OF SURVEY COMMENTS)

SUMMARY OF SURVEY COMMENTS

Below are some of the responses that were solicited under the "Comments" section of the student survey form.

Survey Administered 10-16 July 1984:

1. Number of responses that stated the program was good, very good, or outstanding: 11.
2. "I am new to the MP Corps and there was a lot I learned today that they didn't teach us at school." (PVT2)
3. "It was a good class. We went through this somewhat in AIT, but it was good going into it further." (PVT2)
4. "I felt this class was very enlightening and should be required training to all MPs." (PFC)
5. "Informative and interesting. I feel MPs should receive training in this area at least every six months to keep them knowledgeable." (SP/4)
6. "This class brought about a lot of information that I already received at earlier dates. However, I have not used some of the techniques, so the information helped me to remember." (SGT)
7. "The class brought out a lot of things that police officers should or do know, but don't do. I think that the class was very helpful and will cause a lot of us to think twice about

going to a family disturbance." (SGT)

8. "I have never received any similar training since AIT."
(SGT)

9. "This training is needed because we are getting a lot of new MPs in the Company, and they aren't street wise yet, and the information that you have put out could save our lives or our partners." (SGT)

10. "A lot of programs you spoke of were completely new to me." (SGT)

Survey Administered 6-10 September 1984:

1. Number of responses that stated the program was good, very good, or outstanding: 10.

2. "This topic must be incorporated into MP training at all levels. We as police officers need this training to help us deal with the ever changing public sector." (PFC)

3. "I felt this class was highly informative. There were some areas I knew a lot about already, but it's always good to keep refreshing the mind." (SP/4)

4. "Should be taught in school, to give a better outlook to MP's coming straight out of school." (SP/4)

5. "Proper procedures are a must. I feel most MPs lack this

much needed quality." (SP/4)

6. "Glad to see someone pushing for more training in varied areas for MPs, for their own protection in general." (SSG)

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GARY P. HAYES
EXECUTIVE DIRECTOR

POLICE EXECUTIVE
RESEARCH FORUM

August 23, 1984

Major Ted Hashimoto
24 Hunt Road
Ft. Leavenworth, KS 66027

Dear Major Hashimoto:

Please be informed that you have our permission to reproduce materials from our publication, entitled Spouse Abuse: A Curriculum Guide for Police Trainers. Please cite the Forum as the source of the materials and imprint "Reprinted with permission" on them.

Sincerely,


Nancy Loving

NL/jb

APPENDIX 7 (PM, FORT LEAVENWORTH LETTER)

ATZL-PM (14 Nov 84) 1st End
SUBJECT: Domestic Violence/Spouse Abuse Class

DA, Combined Arms Center and Fort Leavenworth, ATTN: ATZL-PM, Fort Leavenworth,
Kansas 66027

TO: MAJ Ted W. Hashimoto

Concur with basic correspondence. Law Enforcement personnel are often the first to come in contact with domestic situations involving violence and spouse abuse. It is therefore necessary that effective training such as MAJ Hashimoto's class be considered for adoption by the United States Army Military Police School and civilian law enforcement training programs.



DANIEL J. LYNCH
MAJ, MPC
Provost Marshal

DEPARTMENT OF THE ARMY
Combined Arms Center and Fort Leavenworth Military Police Activity
Fort Leavenworth, Kansas 66027

ATZL-MP

14 November 1984

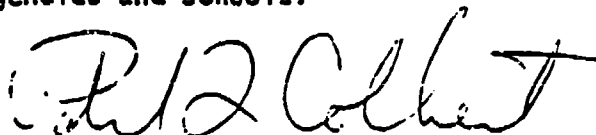
SUBJECT: Domestic Violence/Spouse Abuse Class

THRU: Commander
CAC & Ft Lvn
ATTN: ATZL-PM
Fort Leavenworth, Kansas 66027

TO: MAJ Ted W. Hashimoto

1. Sixty-four unit members of the Combined Arms Center and Fort Leavenworth Military Police Activity participated in a four-hour class on Domestic Violence/Spouse Abuse taught by MAJ Ted W. Hashimoto, 20 - 22 August 1984. The students, all performing duties as Military Police, must be readily able to recognize signs of domestic violence and spouse abuse and must be able to take effective action. MAJ Hashimoto's outstanding instruction and class content enlightened all of the students who showed a very positive reaction to the class.

2. Domestic violence and spouse abuse is an area attracting increased attention from law enforcement. MAJ Hashimoto's class succeeds in educating law enforcement personnel and should be considered for use at the United States Army Military Police School and civilian agencies and schools.



PATRICK L. COLBERT
CPT, MPC
Commanding

APPENDIX 8 (DA LETTER)



DEPARTMENT OF THE ARMY
OFFICE OF THE DEPUTY CHIEF OF STAFF FOR PERSONNEL
WASHINGTON, D.C. 20310

REPLY TO
ATTENTION OF

15 NOV 1984

Office of Army
Law Enforcement

Major Ted W. Hashimoto
24 Hunt Road
Fort Leavenworth, KS 66027

Dear Major Hashimoto:

Thank you for providing the Office of Army Law Enforcement a copy of your spouse abuse program of instruction (POI). Domestic violence is a serious problem in America. Because police are usually first on the scene, every effort must be taken to insure law enforcement is adequately trained to deal with the problems of spouse abuse.

Your POI has been reviewed by the US Army Military Police Operations Agency. It shows promise as an instrument to supplement the training military police receive at the MP School (USAMPS) and I will forward a copy to USAMPS for their review. Additionally, it may be used, in whole or in part, in the March 1985 Department of the Army crime prevention campaign against domestic violence.

Once again, thank you for submitting your POI for review. Best of luck in your academic endeavors.

Sincerely,

A handwritten signature in dark ink, appearing to read "David G. Douglass".

David G. Douglass
Lieutenant Colonel, General Staff
Acting Chief, Office of Army
Law Enforcement

APPENDIX 9 (JOPLIN POLICE DEPARTMENT LETTER)

Office of the TRAINING LIEUTENANT

October 24, 1984

Maj. Ted Hashimoto
24 Hunt Rd.
Ft. Leavenworth, KS 66027

Dear Maj. Hashimoto:

This letter is to express the appreciation of the Joplin Police Department and myself, in particular, for the training material you provided on domestic violence. It has been very beneficial in preparing this section of training for our new officers and updates for our inservice training. Of special interest and value were the sections involving the statistics showing dangers of these calls on entry and exit from the scenes and the cycle of domestic violence with the explanation of each phase.

We are in the process of obtaining the literature you recommended to enable our supervisors the opportunity of further study and training.

Once again we sincerely thank you for sharing your time and knowledge with us. If ever we may be of assistance to you, please do not hesitate to contact us.

Respectfully,



Lt. D. A. McAfee
Training

DAM:rmc

APPENDIX 10 (GLOSSARY OF ACRONYMS AND ABBREVIATIONS)

ACRONYM AND ABBREVIATION GLOSSARY

The following United States Army acronyms and abbreviations were utilized in this thesis:

ACRONYMS

ACS_____Army Community Services
AFAP_____Army Family Advocacy Program
AR_____Army Regulation
CGSC_____Command and General Staff College
CID_____Criminal Investigation Division (Command)
DA_____Department of the Army
DD_____Domestic Disturbance
DDD_____Department of Defense
DPM_____Deputy Provost Marshal
ELO_____Enabling Learning Objective
FACMT_____Family Advocacy Case Management Team
FM_____Field Manual
FORSCOM_____Forces Command
ISD_____Instructional Systems Development (model)
MCM_____Manual for Courts Martial
MP_____Military Police
NCO_____Noncommissioned Officer
PM_____Provost Marshal
POI_____Program of Instruction
SOP_____Standard Operating Procedure
TLO_____Terminal Learning Objective

TRADOC_____Training and Doctrine Command

UCMJ_____Uniform Code of Military Justice

RANK ABBREVIATIONS (ASCENDING ORDER)

ENLISTED:

PVT (1 or 2)_____Private

PFC_____Private First Class

SP/4_____Specialist Fourth Class

SGT_____Sergeant

SSG_____Staff Sergeant

SFC_____Sergeant First Class

MSG_____Master Sergeant

1SG_____First Sergeant

SGM_____Sergeant Major

OFFICERS:

LT (1 or 2)_____Lieutenant

CPT_____Captain

MAJ_____Major

LTC_____Lieutenant Colonel

COL_____Colonel

Graduate School
Wichita State University

Name: Ted W. Hashimoto Date of Birth: 21 November 1947

Home Address: PO Box 370
Wahiawa, Hawaii 96786

Colleges and Universities Attended:	<u>Year</u>	<u>Degree</u>
Wichita State University	1983-1984	M.A.J.
University of Oklahoma	1977-1979	
University of Hawaii	1965-1969	B.A.

Law Enforcement Experience:

16th MP Brigade, Fort Bragg, North Carolina
December of 1982 to June of 1983

Job Description: Chief, Physical Security and Crime
Prevention, Provost Marshal Office.

25th Infantry Division, Schofield Barracks, Hawaii
February of 1979 to September of 1979

Job Description: Physical Security and Crime Prevention
Officer, Provost Marshal Office.

25th Infantry Division, Schofield Barracks, Hawaii
August of 1977 to February of 1979

Job Description: 25th MP Company Commander

25th Infantry Division, Schofield Barracks, Hawaii
December of 1976 to August of 1977

Job Description: Operations Officer, Provost Marshal
Office

25th Infantry Division, Schofield Barracks, Hawaii
September of 1976 to December of 1976

Job Description: Military Police Investigation Officer,
Provost Marshal Office.

HHD, 89th MP Group, Fort Lewis, Washington
October of 1973 to January of 1976

Job Description: Post Physical Security and Crime
Prevention Officer, Provost Marshal Office.

HHD, 89th MP Group, Fort Lewis, Washington
February 1973 to October of 1973

Job Description: Assistant Correctional Officer

B Company, 716th MP Battalion, Republic of Vietnam
November of 1972 to January of 1973

Job Description: Company Commander

C Company, 716th MP Battalion, Republic of Vietnam
August of 1972 to November of 1972

Job Description: Platoon Leader

212th MP (Sentry Dog) Company, 720th MP Battalion,
Republic of Vietnam

June of 1972 to August of 1972

Job Description: Company Commander

C Company, 720th MP Battalion, Republic of Vietnam
January of 1972 to June of 1972

Job Description: Company Executive Officer

556th MP Company, Siegelbach, Germany

April of 1970 to December of 1971

Job Description: Platoon Leader

Professional and Community Organizations:

MEMBER North Carolina Crime Prevention Officers
Association.

Member Association of the United States Army

Practicum Title:

Spouse Abuse: The Problem and a Proposal for Military
Police Intervention.

Major Advisor:

Dr. James A. Fagin, Ph.D.